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PRESIDENT'S REPORT

1971-1972

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REPORT OF THE PRESIDENT

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1971–1972.

I. The Financial Situation

In writing the President's Report last year, I stressed that the College was experiencing a financial crisis that was pervasive in its impact and difficult to resolve. In the course of the current year the College has made extremely encouraging progress: the first balanced budget in nearly a decade will be submitted to the June meeting of the Governing Boards. In addition, it appears at this time that the College will come in under the budgeted deficit for 1971–1972 at the end of the fiscal year.

Behind these encouraging statements lie the work and cooperation of many individuals. Budgets cannot be balanced by fiat, nor can they be balanced as part of an on-going process simply by altering one variable among the complex economic factors that press on an institution. To be sure, the budget can be balanced in any given year by substantially altering the pattern of income, either by raising fees or manipulating the endowment. In like manner, balance in one year can be achieved by deferring expenses into another. But what the College seeks, and what it needs, is an approach to the financial problem that offers the prospect of continuing and long-term balancing of the budget.

While I believe firmly that the economic crisis facing American education will not be one of short duration, I feel that Bowdoin has taken considerable steps towards this long-term aim of budgetary balance. The financial crisis will not disappear just because the budget has been balanced for next year. The needs of the College over the coming decade will be great, and they will be intensified by continuing inflationary pressures. There can be no doubt of the fact that the College will have to seek substantial new funds in the coming years, and the Committee on Development of the Governing Boards has been readying plans for this throughout the winter.

That said, the fact remains that substantial progress has been made in the current year. It has been made because the whole college family has come to share a new awareness of the pressing necessity of achieving a balanced budget. Throughout the year, a faculty-student Committee on Budgetary Priorities, under the chairmanship of Professor Richard E. Morgan, of the Class of 1959, reviewed estimates of expenditure from the different departments and cost centers and worked closely with the administration in revising the various drafts of the budget. Without their hard work and the vital role they played in communicating to the College at large the urgency of the problem, it is doubtful that such considerable progress could have been made. The important contributions of other groups must also be noted. The Investment Committee of the Governing Boards, having been set the difficult task of increasing current income without jeopardizing the endowment growth necessary to the College in future years, performed a heroic task, while the Alumni Fund, under the chairmanship of James M. Fawcett III, of the Class of 1958, seems destined to reach new heights.

Part of this success must also be related to more efficient management. There has been painstaking preparation of estimates of income and expenditure, and careful monthly monitoring of the flow of funds. In addition, a number of alterations in the structure and practice of management have come about as a result of the recommendations contained in the management study prepared for the College by the Academy for Educational Development. Not all of the recommendations in that study seemed sound to the administration and the Committee on Policy, but many did, and their implementation has led to a more efficient allocation of resources and responsibilities. Perhaps the most visible of these changes has been the concept of "The Office of the President" and the creation of the office of provost, held by Olin C. Robison, as part of that structure. Such sharing of responsibilities has allowed for a smoother functioning and a more expeditious handling of the manifold assignments that have been the task of the President.

At the time of entering this period of austerity and budget control at the College, I noted that the College must remain conscious of maintaining the quality of its educational offering. It has been

our firm intention to preserve those aspects of excellence in which Bowdoin abounds, while we seek a position of budgetary balance. I think that this aim has been achieved. It can continue to be achieved, however, only if two things are realized. In the first place, the College must see that its expenditures are in those areas which are central to our institutional purpose. The areas which are peripheral to our central purpose must be identified, and it is such areas which must bear the initial brunt of financial stringency. In the second place, there must be institutional recognition that Bowdoin cannot be all things to all people. There are many programs and projects which could be attractive additions to Bowdoin, but our first concern must be to protect our strengths and to avoid a dilution of quality caused by an attempt to do more than the institution can support.

There have, of course, been some casualties in the process of achieving a balanced budget. In previous reports I have written of the promise held out to colleges like Bowdoin through interinstitutional cooperation. Bowdoin has been actively involved in two consortia, the Twelve College Exchange and the Consortium of Northern New England. The College continues to participate in the former and expects a sizeable number of students to be involved in the exchange program. On the other hand, the College has withdrawn from the Consortium of Northern New England, effective at the end of the current year. Although the programs of this consortium—a number of them imaginatively designed by the director, Ian H. Douglas—have added an attractive dimension to the College, both the administration and the Budgetary Priorities Committee felt that the continuing cost involved was out of proportion to the direct educational benefits to the College. I personally hope that this or a similar consortium can be revived at some more propitious time in the future, for I still believe there are considerable possibilities inherent in colleges working together. But in these times when there is little financial flexibility, cooperative programs and other consortium activities must be self-sustaining, or they become a drain on institutions rather than an aid to them.

In writing of the financial crisis in my report last year, I suggested that it is healthy for an institution to be forced to look at itself in a critical fashion, to examine its accumulated assumptions

and patterns of behavior, and to seek to rededicate itself to its basic purposes. Such examination is no easy matter, for a college like Bowdoin is a very complex institution. But self-examination, conscientiously carried out, as it has been in the past twelve months, can only serve to increase the understanding which people have of the College and lead in the long run to a renewed and strengthened Bowdoin.

II. Coeducation

With the entry of the Class of 1975 Bowdoin officially began its transition to coeducation. It was a vital step forward in a discussion which goes back at least one hundred years to the time of President Chamberlain. It is necessary to realize that it is only the first step in a process that will stretch over a number of years. The plan authorized by the Governing Boards calls for gradual increments leading to a presently proposed size of the College of about 1,250. It is also important to consider that the first year is, of necessity, the most transitional of all the transitional years. Not every potential problem can be headed off by prior planning, and, in part, it is necessary to shape some of the decisions in participation with the women who are here as students. Inevitably, some facilities and programs for student services have been found lacking. It is to be hoped that many of these shortcomings can be rectified before the beginning of the next academic year. But by almost all indications the first year of the transitional process has gone relatively smoothly.

Commenting on the College's first year of coeducation, the Dean of Students has written to me: "The women students who entered Bowdoin last September possessed superior academic qualifications. Their achievements in the classroom have been thoroughly consonant with their credentials. They gave evidence of the mark they will make on future society by the variety of professional and career aspirations which they have expressed. The women students were distributed throughout the curriculum in almost the same proportions as were men students. It is quite clear that, academically speaking, Bowdoin does not consist of two colleges for the different sexes. Both men and women students share an equal curiosity to explore the diversity of the liberal arts curriculum."

The Dean went on to note that women students blended into some of the traditional aspects of Bowdoin campus life. At the same time, they have defined areas in which they desire change and new institutions. Most of the fraternities invited women students to take their meals in the houses for the year. A substantial number of women students accepted that invitation. By the end of the year, several houses had granted full membership and voting privileges to women students, and one house had chosen a woman as president. Women students took seats on the Student Council and were active in the Student Union Committee planning social events. Finally, women students demonstrated enthusiastic interest in athletic programs. In some individual sports, women entered competition on the varsity level.

Women students have also expressed their need for changes in campus patterns. Since most women students do not have access to fraternity social facilities, they are eager to create congenial settings for informal socializing in available space in the Moulton Union and campus residences. They are eager to have the College expand its offerings in the areas of the fine arts and the performing arts. Finally, women students desire more opportunity for organized athletic activity and an expansion of available student services.

The increase in the size of the College from 950 to 1,250 has necessitated a careful study of available housing facilities. To help with this planning, I appointed last summer a Committee on Undergraduate Housing Facilities. It is chaired by Alden H. Sawyer, of the Class of 1927, and contains representatives of the faculty, student body, administration, and Governing Boards. In spite of the interest shown by students in living off campus, there is still a need for a residential college to supply housing facilities, especially in a community where the availability of off-campus housing is always uncertain.

It appears that several measures will carry us through next year and possibly the following before the College is confronted with the task of building new living space. Present plans call for using a number of our relatively spacious dormitory suites as triple rooms rather than double rooms. Several houses owned by the College on the edge of the campus can also be converted for the time being, at least, to dormitories. With the acquisition of the Mayflower

Apartments on Belmont Street, the College has not only acquired room for students, but, given the nature of the apartments, considerable flexibility in rentals for single students, married students, and staff or faculty members. Presently under exploration is the possibility of utilizing the basement area in one of the dormitories, and modest internal alterations will increase the capacity of 232 Maine Street and Baxter House. Various types of new housing are also under study by the committee. The problem of housing for additional students is an important one and must ultimately be answered in terms of new space. I feel confident that the interim steps proposed by the committee will work and that the long-range plans the committee is developing will be appropriate to the residential nature of this college.

III. Student Life

The Dean of the College has noted in his report to me that "there has probably never been a time in the history of the College when the student body has been so mobile. This phenomenon is in part the result of the new technology in travel, but only in part. Much more important is the variety of educational opportunities available to students today, a variety so rich that an increasing number of students wish to know more than one type of institutional education while in college." It is not surprising, in view of this, that the number of students who spend a semester or year studying at another American college or at a foreign university has increased. There are also students away on special projects for which there is a possibility that academic credit will be granted. This situation has created a new and difficult area for the College to administer. The College is not in the position, and I think it ought not to be, of granting academic credit simply for experience. In maintaining such a policy, the College does not deny the value of special experiences such as working on political campaigns or assisting with ghetto programs, and in order that students may engage in such undertakings, often with a much quickened awareness upon their return to college, a leave of absence is possible. There still remains, however, a middle ground between traditional academic work and experience in which the experience is accompanied with or followed by reflection, wide reading, and papers or

articles providing insight into the problems engaged. Under circumstances of this sort, it can be appropriate for the College to grant academic credit. A subcommittee of the Committee on Curriculum and Educational Policy is currently grappling with the problem of evolving guidelines to govern such off-campus programs. Such guidelines should allow for individualizing a student's development within the scope of the institution's educational responsibilities and financial resources.

Not only is this generation of students mobile in terms of moving between programs on and off the campus, but it is mobile in moving through the institution. An increasing number of freshmen come with advanced placement credit, often enough for the equivalent of one semester's study at Bowdoin. By carrying extra courses or by attending summer school, such students are able to graduate a year early. In some instances, students eligible to graduate early will take a leave of absence for a semester or simply stay on with additional courses. The pattern varies considerably.

Although clearly of value to the individual, these conditions raise one serious problem for the College, and that is the annual one of deciding how many new students should be admitted in order to open the College each fall with the total number established by policy. In the past two years, unexpected openings have developed as the result of the comings and goings of our undergraduates. The College now requires students to have special plans approved in the preceding spring. In this way, openings may be filled by new students and by transfer students. This situation accounts for the fact that the College has moved ahead of the numbers originally programmed for new students in the report I submitted to the Governing Boards in September 1970. The alternative would have been to fall behind in total student population with a corresponding deficit for lack of tuition income. For example, it was originally intended to admit this coming fall 245 freshman men, 30 freshman women, 10 transfer men, and 30 transfer women. Because of the new openings in the student body, the College will be admitting 265 freshman men, 85 freshman women, 10 transfer men, and 20 transfer women. The greater increase in the number of women has been necessary in order to convince the secondary schools that we are serious about admitting

women to this institution, an assurance which the large increase in women applicants and the relatively few openings required. Further, it is obvious that some of the problems encountered by women students on campus can be relieved only by increasing the number of women so that they exist here less as an exception and more as a genuine part of the College.

To anyone who teaches or works at the College, it is apparent that both male and female students are working very hard to master their undergraduate program of studies and to gain entrance into the increasingly competitive ranks of graduate study and employment after college. The recent downturn of the economy and the overcrowding of many professional fields have forced students to give careful attention to their career plans. The Dean of Students reports that during the past year the concern for personal survival in a highly competitive world emerged as a major motif of student discussion.

Given this situation, the effective functioning of the Placement Office can be seen to be of major significance. With the retirement of Samuel A. Ladd, Jr., of the Class of 1929, as director of career counseling and placement at Bowdoin, the various duties he fulfilled have been assumed by three present members of the faculty and staff. Harry K. Warren, director of the Moulton Union, will now serve also as director of career counseling and placement. His administrative and recruiting experience with IBM will enable him to meet the needs of students interested in business opportunities. Richard S. Pulsifer, of the Class of 1962, administrative assistant to the director of the Bowdoin Senior Center, will assist department chairmen and preprofessional school advisers in arranging for campus visits by representatives of graduate schools. Professor Paul V. Hazelton, of the Class of 1942, will continue and expand his present responsibilities for counseling and assisting Bowdoin undergraduates wishing to enter secondary school work. These three men will together constitute an administrative committee on career counseling and placement, under the chairmanship of Mr. Warren. In this manner the resources for career counseling can be broadened without any loss of coordination. The arrangement and its effectiveness will be reviewed annually, but I have confidence that it is a

viable form for this undertaking, particularly in view of the backgrounds and commitments of the men involved.

It would not be accurate to suggest that Bowdoin students in their concern for future employment have abandoned the realities of the world today totally in favor of the classroom and the library. On the contrary, the students actively engage the world and its problems in a variety of ways. Fully one quarter of the students participate regularly in volunteer programs tutoring in area schools, guiding youth of the area as Big Brothers and Big Sisters, or working as volunteers at the Pineland State Hospital. In many cases the experiences in volunteer programs have led students into future vocational fields. During the course of the year, students have manifested their interest in the political affairs of the nation in a fashion less spectacular than in the past, but more effective. Throughout the year, students have participated in support of registration campaigns and have worked on campaign staffs of a variety of candidates of both parties seeking public office at all levels, including the presidential campaign.

Athletics, too, continue to play an important part in the life of the College. Under the able leadership of Edmund L. Coombs, of the Class of 1942, who has served as acting director of athletics since the resignation of Daniel K. Stuckey last summer, a wide variety of programs engaging a substantial percentage of the student body has been made available.

In a year in which the hockey team once again stood at the top of the ECAC Division II standings, it would be inappropriate not to congratulate this team and its coach, Sidney J. Watson, upon another remarkable performance. The untimely expansion of the Division II postseason tournament by the ECAC and the policy of the New England Small College Athletic Conference which prohibited the team's participation in the play-offs have already been discussed at some length in other reports and papers, and I need not repeat that discussion here. But the issue is, in a sense, part of a much larger issue, namely the place and nature of athletics and physical education at Bowdoin. Last year at this time I appointed a Presidential Commission on Athletics, under the chairmanship of Merton G. Henry, of the Class of 1950. I understand that the report of this commission is in draft form and will be available short-

ly. Because it concerns itself not only with freshman, junior varsity, and varsity teams but also with the recreational nature of physical education in a setting such as Bowdoin's and with the problems raised by providing appropriate offerings to women, I will defer any speculation or comment on the future shape of the athletic program until I have had an opportunity to study the report and discuss it with the commission members.

IV. Admissions and Student Aid

At a time when some colleges are not filling their classes and other traditionally strong colleges are finding a decreasing pool of applicants from whom to select students, the number of applicants to Bowdoin continues to grow. It is pleasing to be able to make this observation, but I do so with a sense of both caution and humility. The vacillations which colleges experience in the size of their applicant pool are difficult to explain and do not always correlate with the quality or the promise of the institution. Five years ago, the urban institution was extremely popular with candidates, and the future of the college removed from urban contacts seemed bleak. Today a new interest in environment and "life lived closer to nature" has dramatically reversed the trend and made colleges like Bowdoin increasingly attractive. Over such influences the College itself has little control. Insofar as educational policies are concerned, however, we do have a voice, and Bowdoin's attractive quality must be measured partly in terms of them.

Attractiveness, however, is not an unmixed virtue. As the number of students who apply increases, inevitably the number denied admission increases too. The implications of our present admissions situation are complex, and I know that they constitute an understandable concern for an increasing number of alumni each year. This is a matter which has been given careful study in the course of the current year by the Committee on Admissions and Student Aid. The major points made in that committee's report are worth sharing with a larger audience, for it is a thoughtful statement addressing a number of the problems facing the College in the admissions area and offering both explanations of and suggestions for understanding and coping with them.

This year there were nearly 500 more applications for entry

than was the case a year ago. Of the total number of applicants, approximately 18 percent were admitted—19 percent of the men and 14 percent of the women. Among the trends which are worthy of note this year has been the sharp increase in the number of applications for admission under the early decision program. This is due, in part, to increased emphasis on the program, and in part to the College's growing reputation as being highly selective and difficult to gain entry to. There was a 54 percent rise over last year in the number of early decision applications. At the same time the Admissions Office has pointed to a noticeable increase in the qualifications of the applicants over previous years. About 37 percent of the Class of 1976 was admitted to the College on the basis of this program. While this does reduce some of the uncertainties as to the size and structure of the entering class, it also increases further the competition among the remaining candidates for regular admission. It is worth noting that alumni children fared well in the admissions process. In all, 131 Bowdoin sons and daughters applied (88 men, 43 women) as compared with 87 last year. Approximately 40 percent of the men and 28 percent of the women were admitted.

It is apparent that the overall increase in applications in comparison with last year has been caused mainly by a sharp rise in the number of women applicants. The number of male applicants continued to rise moderately but was showing signs of leveling off. It should probably not be expected to rise again next year, and it may well be the case that the number of female applicants will show a decrease in rate of growth. The trend in applications to private colleges is downward nationally, and, as a result of budgetary stringency, the College's recruitment activities will be somewhat curtailed next year. In addition, as the costs of private colleges, including Bowdoin, continue to rise, the College should not be surprised by a decline in applications.

Commenting on this general situation, the Committee on Admissions and Student Aid notes in its report: "If and when this happens, we shall be in a stronger position if we continue to encourage women applicants and if we can admit a higher percentage of those who are properly qualified. For this reason and because federal legislation may at any rate force us to change our present

policy, the committee urges that a plan for Phase III of the College's adaptation to coeducation be proposed in the near future."

The committee has also noted with interest the attitude of the entering class with respect to the College's decision to make the CEEB aptitude and achievement tests optional. Approximately one-half of the early decision and a number of regular candidates this year did not submit the scores from these exams. It is expected that a study will be undertaken during the summer of the academic performance of the present freshman class in order to compare students who submitted test scores for admission with those who did not, that class being the first one to contain a significant number of students who did not submit their scores.

The Committee on Admissions and Student Aid has noted that the proposed budget for next year does not include any provision for a faculty committee to meet with admissions officers to make decisions about the middle group of the applicant pool who have similar or equivalent qualifications. In fact, in the course of the current year, the current operational deficit led to a similar decision to dispense with the committee. The admissions committee notes that "this action was taken reluctantly, since the activities of this committee have provided one of the best opportunities for faculty members to acquire firsthand detailed knowledge of policies, procedures, and problems. This committee hopes that this practice of faculty involvement in the admissions procedure will be restored as soon as budgetary considerations permit."

No statement about admissions would be complete without some comment on student aid, for the composition of the class is in part determined by the amount of money available for scholarships. The challenge to the institution is to use these monies wisely, so that the class as a whole represents a sociological mix whereby the student's involvement with his class increases his awareness of the whole society in which we live. At the present time, between 40 and 45 percent of the student body at Bowdoin receives financial aid. It has been the policy of the College in its program of aiding students to grant aid that will meet the expressed financial need if the student is making normal progress toward graduation. The commitment to aid students to their need is obviously costly, but it is a necessary commitment if the student body is to be representa-

tive of the population as a whole. During the present year the cost of this program will approach $750,000 in scholarship aid and $280,000 in loan funds. An increase to $803,000 in scholarship grants will be necessary to maintain this same program in the coming year.

Despite all the publicity concerning various "income contingency" loan programs this year, no basic changes have been introduced in the College's program. Students who receive scholarship aid continue to be offered part of their assistance in the form of loans, and a debt of $2,800 to $4,000 is normal for the graduating senior who receives financial aid in each of his four years at the College.

At the present time, expenses at Bowdoin amount to about $4,700 per year, of which $4,100 represents direct charges for tuition, room, board, and fees. As this cost increases, as it surely must, more students will seek assistance from the College to help meet educational expenses. Increasingly, there will be applicants for aid from families with incomes of $15,000 to $25,000. Such families merit and need assistance when there are several children in the family and when more than one child attends college at the same time. It is to be expected that the pressure to provide aid for students from this background will mount in coming years in concert with pressure on the budget to continue assisting students from less affluent backgrounds. The Director of Student Aid has been studying this phenomenon closely for the past two years, and he will be publishing the results of his study with recommendations in the near future. It is apparent even from the figures at hand at the present time that the growth of endowment support for financial aid to students constitutes one of the major priorities in the future development of this institution.

V. Curriculum

The decision that the College would move to a larger student body while holding the net size of the faculty constant might appear to have threatened continuing growth and change in the curriculum. Such has not been the case. Many of the academic departments of the College have undertaken searching reviews of their offerings and devised mechanisms and structures which allow

for curricular development while preserving traditional strengths. Through the device of offering courses in alternate years and through some reallocation of faculty positions among the various departments, it has been possible to continue a sense of relevance and growth in the curriculum.

For a number of years some of the most exciting and useful developments in the academic world have been taking place on the edges between traditional subjects or through the combination of various disciplines. In recent years the development of biochemistry and Afro-American studies have provided examples. By approving this winter an environmental studies program, the faculty has added a significant component to the interdisciplinary studies available at the College. The purpose of the program is to "introduce the nonspecialist to environmental topics and establish an awareness of the complexly interwoven problems that must be solved in order to establish a way of living that is compatible with the limited resources of a finite planet." In large part this objective can be met by existing courses in the present curriculum and the new introductory environmental studies course, which together will compose a coordinate major program in environmental studies. The student majors in one of the existing major departments and completes a program of environmental courses selected from approved courses in the curriculum, including independent studies. He also takes a core course in environment taught by various members of the faculty under the supervision of the Environmental Studies Committee.

The kind of innovation within our present framework which has made an environmental studies program possible has also made possible an independent language study program. This program offers instruction in Chinese, Danish, Italian, and Norwegian. These courses utilize tapes, native speakers, and examiners from other universities. The students involved must have established the seriousness of their intentions, and for those determined to learn new languages the opportunity is exciting. The same flexibility in languages has led to the establishing of a major in Romance languages whereby appropriate combinations of courses in French, Italian, and Spanish will constitute a major. Such flexibility is important in meeting the needs of students professionally interested

in linguistic studies, as well as students interested in teaching foreign languages.

I am particularly pleased that as a result of a careful departmental review and the decision to alternate many courses, the Department of History will be able next year to offer a broad selection of courses not only in European and American history but also in Asian, African, and Latin American history. A similar review of offerings in the creative arts has led to the expansion of that program in a manner that should help to meet the expressed desires of students. After long study, a revised and enriched curriculum in Afro-American studies has been developed. It will continue effectively the growth of this important new major.

There is reassurance and encouragement in the knowledge that new courses and programs of study are evolving at the College. It is through such growth and development that the liberal arts college sustains itself. At the same time, there is reassurance to be found in the manner in which students engage the curriculum. At the time the College adopted a free elective system with neither distribution nor specific course requirements, there was some concern expressed that students might use that freedom either to specialize narrowly or to select courses indiscriminately and without proper balance. Such fears appear, in retrospect, to have been for the most part unfounded. Students are indeed free to choose whatever courses they wish to take, provided their choices have the approval of their adviser. The studies which the Deans and the Committee on Curriculum and Educational Policy continue to make indicate, however, that in spite of the openness of the curriculum, students still engage it broadly. Over fifty members of the junior class have just elected to undertake simultaneously majors in two different departments. On the whole, the distribution of students across courses has been similar to that of last year.

Of course, no college is without its pressures to change. While the present system of graduation requirements is under review by the Committee on Curriculum and Educational Policy, a subcommittee of that body is examining proposals relating to optional alternative graduation requirements. Such discussion is healthy, and it enables the College to assess the progress it is making in the difficult task of providing a liberal education. Through all the discus-

sions of curricular change and possibilities, the College has sought a curriculum that allows the student to engage the present with an awareness of the heritage of the past and a sympathetic concern for the future.

VI. The Senior Center

The Senior Center program, under the leadership of its new director, Professor James E. Ward III, has continued to make major contributions to the College in the course of the present year. Its continuing significance has not, however, occasioned any complacency about the role of the program. During the year, the Director and the faculty-student Senior Center Council began a careful review of the Senior Center program. Professor Ward has written to me in this regard in the following terms: "There is a great deal of evidence to support the view that the Senior Center has been an important force in the solution of some of the problems which have existed at the College in the past. But all of us are aware that the present program cannot be justified on the basis of its past successes. If the Senior Center program is to continue to be what its designers hoped it would be, the 'growing edge' of the Bowdoin curriculum, it must always address itself to the current needs and problems of the College."

In the eight years since the Senior Center opened in 1964, Bowdoin has changed considerably. The College degree requirements and most major requirements are not as rigid as they used to be, and students have more time to explore areas outside their major fields before they are seniors. This means that there is no longer as great a need for courses which enable students to expand their horizons in their final college year, one of the original purposes of the Senior Seminars. There are also more opportunities for independent study, more courses for the nonspecialist, and more seminar-type courses than there were when the Senior Seminar program was created to provide this sort of educational experience. At the same time, the advent of coeducation and the greater diversity of the student body have meant that the concerns, interests, and backgrounds among the students are much wider than they used to be, and they have presented new challenges and opportunities to the program.

Two significant changes have taken place in the Senior Center seminar program. This year has been the first in which nonseniors have been invited to enroll in Senior Center seminars which were not filled by seniors. It no longer seemed justified to have vacancies in seminars when there were students in the College who were interested in taking them and who could benefit from them. Also, it has become increasingly apparent that the length of a student's tenure at Bowdoin is not the only way, or perhaps not even the best way, to measure his academic sophistication or his background in a subject. To loosen the requirements in order that better decisions could be made in individual cases seemed preferable.

This year has also been the first in which seminars have been taught by people who were not otherwise members of the College's staff. In the fall Robert G. Albion, of the Class of 1918, Gardiner Professor of Oceanic History and Affairs Emeritus at Harvard University, taught a seminar on maritime history, and the Reverend John P. Davis, director of the Newman Apostolate and an expert on Maine Indians, taught one on Indian affairs. In the spring George H. Glover, a Brunswick attorney and a former economic developer in the federal antipoverty program, taught a seminar entitled "Law and the Poor." Inviting people from outside the College to teach in the seminar program is a way of expanding the course offerings of the College without permanently expanding the size of the staff, and a way of taking advantage of the expertise of some of the able people in the Brunswick vicinity at a minimal cost to the College. Judging from the comments of the students and instructors involved in them, these seminars have been very successful. The Senior Center Council plans to continue to invite nonstaff people to offer seminars when it is appropriate to do so.

For the first time this year the Senior Center operated as a coeducational dormitory. Forty-four women students, almost all of them at Bowdoin on the exchange program, were housed on the sixth, seventh, and eleventh floors. The presence of the women in the tower has caused no special problems, and their residence has had a positive effect on the atmosphere of the Center. For example, the Director reports that students seem to be lingering longer over their meals this year, and it is usually the case that these conversational groups are coeducational. Much greater use has been made

of the common room for informal conversation and parties, and this, too, is probably due to the fact that there are now two sexes in the building. After the experience of this year, the Senior Center Council has recommended that the Center continue to house both sexes, and it has recommended coeducational housing in the other dormitories on the campus.

Three faculty members, Miss Lou Emma Holloway, Mr. Robert J. Small, and Mr. Steven R. Cerf, have resided in the Senior Center for the entire academic year. In addition, Miss M. Spruill Kilgore, visiting assistant professor of mathematics, occupied an apartment for the second semester. The resident faculty continue to make valuable contributions to the student residents of the Center by making themselves available for conversation and discussion.

The Senior Center sponsored a wide variety of speakers and programs during this academic year. While attendance, especially student attendance, has varied and indeed been quite unpredictable, the general level of interest in the program has been excellent. During the 1971–1972 academic year, the Center has sponsored a lecture series entitled "Presidential Politics 1972" and the speakers included Alex Poinsett of *Ebony;* George Mitchell of Senator Muskie's campaign staff; Hodding Carter III of the *Delta Democrat-Times;* Toby Moffett, former director of President Nixon's Office of Students and Youth; Nicholas Katzenbach, former United States attorney general; Wyche Fowler, an Atlanta alderman; and Congressman William D. Hathaway. In addition to this series, the Center has sponsored speakers, films, and cultural events ranging from poetry readings to a student presentation of slides taken in India.

VII. Lectures, Concerts, Theater, and Exhibitions

The existence of a wide-ranging and effective program of lectures and concerts is an important adjunct to the formal classroom work of the College. In many ways and despite some emerging problems noted below, the program this year has been full and stimulating. In addition to the provocative sets of lectures delivered by this year's Tallman Professors, Professor Holloway and Professor Richmond, there were other notable lectures on scholarly subjects, particularly the Cole Lecture given by Sir Nikolaus Pevs-

ner on Victorian mansions and the inaugural Jasper J. Stahl Lecture given by Professor Stuart P. Atkins and entitled "Goethe, the Undogmatic Classicist." There was considerable variety in the program, ranging from David Brower's Pickard Lecture in April to the demonstration lecture on electronic music by Morton Subotnik.

Various groups, in addition to the Lecture Committee and the Senior Center, presented programs to the college community. Three in particular should be noted. The Afro-American Society presented its annual Black Arts Festival in April. Included were lectures, concerts, films, and two notable exhibitions, one of musical instruments from the collection of Marion Brown and the other of African art from the collection of Mr. and Mrs. Bernard Coleman. The ROTC presented a six-part lecture series on world affairs, which brought to the campus a number of distinguished political scientists. The Department of Music presented a number of recitals and concerts, including performances of Handel's *Messiah* and Stravinsky's *Symphony of Psalms* by the Glee Club. In conjunction with the Bath-Brunswick Arts Council, the department also presented a series of highly successful dance recitals.

The return of A. Raymond Rutan, of the Class of 1951, to the campus as director of theater has been marked by a highly imaginative series of productions as varied as Shakespeare's *King John,* Anouilh's *Thieves' Carnival,* and Behan's *The Hostage.* In addition there were a number of successful student-directed productions using settings ranging from the Experimental Theater to the rotunda of the Art Museum.

The exhibitions at the Walker Art Building have continued to maintain the high level of excellence which the Bowdoin community has come to expect. The details concerning these exhibitions are contained in the Report of the Director of the Museum of Art, but I would like to draw special attention here to the impressive exhibition mounted this fall of works by Professor Thomas B. Cornell.

The Committee on Lectures and Concerts has pointed to several troublesome areas that have appeared, despite the excellence of the overall program. In the first place, budget stringencies combined with the escalating fees of distinguished lecturers and performers have made the construction of the program difficult. In the second

place, the dispersal of authority for arranging lectures and concerts among the various departments, the Senior Center, and other groups has made scheduling awkward and has led on some occasions to duplication of effort. The committee has advised that some centralized planning, at least for scheduling purposes, now seems advisable.

VIII. Summer Programs

Very little has been said in previous reports about summer programs at the College. Serious thought has been given periodically to the possibility of running a regular summer school at Bowdoin or of reorganizing the calendar into trimesters or quarters so as to utilize the summer as a normal part of the academic year. Although more students may be enrolled at the College under such arrangements, there is as yet no conclusive evidence that the costs of operating the institution would be actually reduced. In fact, where an institution is relatively small, salary and operational costs are not met simply by increases in tuition income. It appears that the most successful summer programs have taken place at large institutions in areas with a high concentration of population. Until there is compelling evidence that this is not the case, it would be unwise for the College to embark on the course of operating a regular summer program.

Instead, the College will continue to utilize its facilities during the summer in appropriate educational and recreational ways which are self-financing and which do not detract from the basic purpose and resources of the College. For the summer of 1972 the programs will include National Science Foundation Institutes in Mathematics, Chemistry, and Biology, the summer music school, the Upward Bound program, and a special summer course in applications of infrared spectroscopy. Conferences of varying lengths will be held by the Maine Historical Society, the Alumni Planning Council, the Maine Tax Assessors, and the Nature Conservancy. Several other groups, ranging from a Shakespeare workshop to the United States Olympic track team, were at this writing tentative users of the summer campus. Bowdoin in the summertime is not a sleepy small college but rather a lively gathering of diverse groups

who use our facilities in ways which are appropriate to and complement Bowdoin's basic educational program.

IX. The Future

In each of my previous reports I have drawn attention to the continuing needs of the College. The list of those needs remains relatively unchanged. The case for increasing the capacity of the College with respect to the arts has been fully documented and placed before various committees of the Governing Boards in a series of memoranda. It is gratifying that those connected with the arts do so magnificently with the limited resources at their disposal. Yet the excellence and vigor of such activities as the productions of the Masque and Gown should not blind the College to the genuine need for improved and expanded facilities and programs. Nor should we forget that the Department of Art is teaching the bulk of its courses in rooms that were never designed to be used for instructional purposes. As we look to the future, it is clear that major efforts must be made with respect to the development of this significant area of the College's offering.

The continued need of new funds for faculty salaries and instructional support, for financial aid for students, and for the Library is equally self-evident. In the last two years the College has been able to reverse the steady deterioration of its salary position vis-à-vis its immediate competitors. But there is no case for being complacent in this regard. Viewed in the national contest, the salary situation obviously needs major strengthening. The provisions of the wage-price freeze have complicated some of the hopes which we have had in this regard, and because of this we will need to continue budgeting substantial increases in the coming years. All this implies, as well, a willingness by the faculty to accept competitive work levels and responsibilities, including committee and advising assignments.

As costs increase and as the College grows in size, similar efforts will have to be made with respect to funds for scholarships. The character and quality of Bowdoin is in very considerable part shaped by the excellence of its student aid program. Any major deterioration in the scope of that program will have a serious and adverse effect on the College, and until such time as new funds for scholar-

ship purposes are sufficient to meet the needs of our program there will have to be appropriations made for this purpose from the unrestricted funds of the College. The case of the Library is equally clear. Caught in the inflationary pressures of the present time and involved in a necessary but costly recataloguing process, the Library has barely been able to hold its own in the last few years. Everyone agrees that the maintenance of the best possible library resources is one of the major needs of the College, for the Library is the essential working tool of both faculty and students. To maintain the level of what is, at present, an extremely fine collection, the College will of necessity find itself increasing future expenditures.

The improvement, indeed the maintenance, of each of these resources will, however, come to naught if the College cannot convincingly answer the questions I raised in the convocation address at the beginning of the current academic year. I stated in that address that the College was at a point when it needed to think about its goals in a systematic fashion and relate its activities to them. I felt this particularly strongly because the College was at a historical juncture where some were questioning its traditional goals and where others were suggesting courses of action which would, if implemented, move the College surely, though perhaps initially imperceptibly, away from its historic mission.

The Committee on Curriculum and Educational Policy has wrestled with this problem for the better part of the academic year. It has yet to reach firm conclusions about some of the issues involved, but I feel it imperative to state some of my own reactions to the discussions as so far conducted. I do so with the full realization—a realization also shared by the Committee on Curriculum and Educational Policy—that any ultimate statement of goals for this college can only have validity insofar as it is endorsed by the Governing Boards.

It has been clear in the meetings of the Committee on Curriculum and Educational Policy that the College should continue to aim at being an excellent undergraduate liberal arts college. Such a statement is by no means as simple as it seems. To be excellent implies the goals of providing both a terminal undergraduate education at a level such that those who gain the baccalaureate degree have achieved a marked sophistication in the handling of scholarly

material, most particularly within the area of their major concentration, and also of providing the sort of training which both prepares and qualifies our students for advanced work in their chosen discipline or profession. There are those who reject the latter proposition on the grounds that it turns the College in to a preprofessional preparatory school. If the College existed for no other reason than to feed students into graduate school, this argument might be legitimate. But in the present context it is surely invalid. To maintain that education must be nonutilitarian is as manifestly absurd as to assert its opposite, that all instruction must be immediately utilitarian. One thing which the Committee on Curriculum and Educational Policy discovered this year was that a very high percentage of students view as a major role of the College the provision of excellent preparation for advanced work. Their aspiration speaks directly to a goal the College has traditionally set itself. It is a goal which I believe should be positively reaffirmed.

The word *undergraduate* is perhaps less ambiguous. In saying that being undergraduate is a goal of the institution, I am not stating that there should be no advanced work here. What I am saying is that work above the baccalaureate level properly should remain subordinate to our main goal of teaching undergraduate students. A modest investment in advanced work in selected departments would not be incompatible with our basic goal. Any general development of graduate studies would be.

The most difficult of the concepts involved in our basic goal is liberal arts education. It is a concept that involves both breadth and depth. A broad exposure to the realms of human thought is one aspect of it, but a developed expertise within one area is certainly another. The scientist who has had no exposure to art and literature is not a liberally educated person, but the accomplished artist who knows nothing of science is not one either. Yet the concept of liberal arts education goes deeper than this. In the first place, it is a concept that demands adherence to academic goals and standards. Every experience is in some sense educational. The College does not pretend to offer "total education." What it can offer is experience in those things which are measurable in academic terms. It cannot offer more, but it should strive within its capabilities to offer no less. In the second place, liberal arts education is closely

involved with what President McKeen discussed at the very first gathering of this college. What we do must serve the common good; our institutional purpose cannot be perverted to serving the private good, be it that of the individual student, individual faculty member, or individual alumnus.

I think our overall goal remains, then, as it has been stated for many years. The specific objectives by which we reach this goal are still obviously matters of debate. Many important, controversial, and confusing choices lie in front of the College, choices involving its ultimate size, choices involving the normal length of an undergraduate career, choices involving the extent to which students seek self-expression in individualized and creative undertakings, choices involving the College's approach to the traditional format of liberal arts education. In giving the baccalaureate address to the graduating seniors, Professor Herbert R. Brown noted that this period would be the most testing period for American higher education since the foundation of the Republic. I believe that his assessment is sound. How the College will respond to that testing will depend in part on how much we have learned in recent years about the inherent fragility of our enterprise, and in part on how much we all display a concern for those ultimate goals which give to the College its lasting strength and importance.

X. De Mortuis

Chester Granville Abbott, LL.D., of the Class of 1913, president of the Board of Overseers from 1957 to 1961, died on June 24, 1971, in Portland. Manager of automobile agencies in Portland and Boston and vice president and general manager of the Hudson Motor Car Company in Detroit from 1929 to 1935, he became a banker in 1942 when he was elected vice president of the First National Bank of Portland. He retired as president and chairman of the board of the Maine National Bank in 1960 following a distinguished career in business and community service. In Bowdoin affairs he was president of the Bowdoin Club of Portland from 1935 to 1937 and a director of the Alumni Fund from 1936 to 1939. He was elected to the Board of Overseers in 1944, a year before he received the Alumni Service Award, and became an overseer emeritus in 1965. He was vice president of the Board of

Overseers from 1953 until his election as president. Survivors include his wife and two daughters.

Widgery Thomas, A.B., of the Class of 1922, a member of the Governing Boards since 1948, died on February 6, 1972, in Yarmouth. Following his graduation from Bowdoin, he became associated with his father, William Widgery Thomas, of the Class of 1894, in timberlands and real estate management, as well as at the Canal National Bank, which through the years he served as vice president, president, chairman of the board and chief executive officer, and chairman of the executive committee. In Bowdoin affairs he served as chairman of the 1946–1947 Alumni Fund, was elected an overseer in 1948 and a trustee in 1960. He served on more than a dozen committees of the Governing Boards, many of them having to do with the planning, construction, and renovation of buildings on the campus. In 1947 he received the Alumni Service Award. Survivors include his wife, two daughters, and a son, Widgery Thomas, Jr., of the Class of 1947.

William Hodding Carter, Jr., Litt.D., L.H.D., LL.D., of the Class of 1927, advocate of racial tolerance long before it became a popular cause, and member of the Board of Overseers since 1961, died on April 4, 1972, in Greenville, Mississippi. Editor and publisher of the *Greenville Delta Democrat-Times* since 1938, he braved the threats of Huey Long in Louisiana and the demagoguery of Bilbo in Mississippi and compiled a long list of honors, including a Nieman Fellowship in Journalism in 1939, a Pulitzer Prize in 1946, an honorary doctor of letters degree from Bowdoin in 1947, and the Bowdoin Prize in 1963. In conferring upon him the honorary degree, President Sills cited him as one of Bowdoin's heroes: ". . . journalist and novelist; fearless editor . . .; Southern by birth and heritage . . .; who on this twentieth anniversary of his class represents liberal principles; eager to do his task

Before the hair be gray or vigor die
And while the heart of youth still spurs to do."

Survivors include his wife and two sons.

Edward Sanford Hammond, Ph.D., Wing Professor of Mathematics Emeritus, died on March 26, 1972, in Laguna Beach, California. A member of the active faculty for forty-two years, he came to Bowdoin in 1921 as an assistant professor of mathematics. He

was promoted to the rank of full professor in 1925 and was appointed Wing Professor of Mathematics in 1929. He was chairman of the Department of Mathematics from 1926 until 1961 and during World War II was academic director for the Army and Army Air Force training programs at the College. He was Bowdoin's first director of admissions, serving in that capacity from 1925 to 1948. He retired in 1963 and was elected Wing Professor of Mathematics Emeritus. At that time some of his former students established the Edward Sanford Hammond Mathematics Prize. It is awarded to a graduating senior who is completing a major in mathematics with distinction. Survivors include his wife and three daughters.

Marcia Wittmaack Biram, A.B., assistant to the college editor since October 1969, died in an automobile accident on October 25, 1971. A 1958 graduate of Valparaiso University and a published writer and poet, she joined the Bowdoin staff after having been rights and permissions manager at the University of Chicago Press and assistant to the director of the Massachusetts Institute of Technology Office of Publications. In addition to her other duties at the College, she served as editorial assistant of *The British Studies Monitor.* Survivors include her husband, her parents, and a brother.

XI. Retirements

Karl R. Philbrick, M.B.A., of the Class of 1923, retired in June 1971 as secretary of the President and Trustees and was elected an overseer emeritus. For his seven years of service we are grateful.

In January John L. Baxter, LL.D., of the Class of 1916, retired following a distinguished career on the Governing Boards, first as an overseer from 1941 to 1954 and then as a trustee. Now a trustee emeritus, he has our deepest thanks for many years of excellent work, especially as chairman of the Committee on Policy.

At the end of the current academic year five members of the faculty will retire:

Herbert Ross Brown, Ph.D., Litt.D., L.H.D., LL.D., whose love for Bowdoin is matched by few and exceeded only by Bowdoin's love for him; member of the faculty since 1925, Edward Little Professor of Rhetoric and Oratory since 1959.

Ernst C. Helmreich, Ph.D., chronicler of the political history of

East and Central Europe for nearly half a century, conscientious teacher at Bowdoin for forty-one years, the past thirteen as Thomas Brackett Reed Professor of History and Political Science.

Myron A. Jeppesen, Ph.D., Josiah Little Professor of Natural Science since 1969, a teacher of physics since 1936, widely known authority on spectroscopy and optics, whose life has been a blend of tenacious pursuit of scientific truth and gentle devotion to students.

Samuel A. Ladd, Jr., B.S., of the Class of 1929, who served as a bridge of understanding between undergraduates and representatives of commerce and industry for twenty-eight years, first as the original director of Bowdoin's Placement Bureau and since 1968 as director of the reorganized and expanded Office of Career Counseling and Placement.

Burton W. Taylor, Ph.D., keen student of criminology, central figure in the development of sociology at Bowdoin, member of the faculty since 1940 whose career was interrupted by World War II when he served for four years as a naval officer, full professor of sociology since 1951.

The accomplishments of these men during an accumulated total of 184 years at Bowdoin and the gratitude which the College owes them are so great and well known that for me to say more than Thank You would indeed be to say much less.

Respectfully submitted,

ROGER HOWELL, JR.

May 9, 1972

APPENDIX I

I. Personnel Report

I. APPOINTMENTS

Marion Brown, Jr., Assistant Professor of Music

Steven Roy Cerf, A.B. (Queens, CUNY), M.Phil. (Yale), Instructor in German

Lou Emma Holloway, A.B. (Tougaloo), A.M. (Denver), Visiting Associate Professor of History on the Tallman Foundation (Fall 1971) and Visiting Associate Professor of History (Spring 1972)

Richard Joseph Kattar, B.S. (Northeastern), Lt. Col. U.S.A., Director of the ROTC Program

Mary Spruill Kilgore, A.B., A.M., Ph.D. (Vanderbilt), Visiting Assistant Professor of Mathematics (Spring 1972)

James Richmond, A.M., B.D., Ph.D. (Glasgow), Visiting Professor of Religion on the Tallman Foundation (Spring 1972)

Abram Raymond Rutan, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater in the Department of English

Murray Silver, A.B. (Temple), Ph.D. (Vienna), Assistant Professor of Mathematics

John Harold Turner, M.A. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Assistant Professor of Romance Languages

Charles Goddard Wing, A.B. (Bowdoin), Ph.D. (Massachusetts Institute of Technology), Lecturer and Research Associate in Physics

Wendy Phillips Wolfson, A.B. (Boston University), A.M. (Pennsylvania), Instructor in Sociology

Adjunct Faculty:

Robert Greenhalge Albion, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Litt.D. (Bowdoin), Visiting Lecturer in Maritime History (Fall 1971)

John Patrick Davis, A.B. (Holy Cross), A.M. (Harvard), Visiting Lecturer in Indian Affairs (Fall 1971)

George Howard Glover, Jr., A.B. (Yale), A.M., LL.B. (Michigan), Visiting Lecturer in Legal Affairs (Spring 1972)

LeRoy Young, B.S. (Minnesota), Visiting Lecturer in Economics and Afro-American Studies (1971–1972)

Change of Title

Olin C. Robison, A.B. (Baylor), D.Phil. (Oxford), Provost, Dean of the Faculty, and Senior Lecturer in Government

II. PROMOTIONS (effective at the beginning of academic year 1971–1972)

George R. Anderson, Assistant Professor of Chemistry

Michael K. Chapko, Assistant Professor of Psychology (effective January 1972)

John L. Howland, Professor of Biology
William T. Hughes, Associate Professor of Physics and Astronomy
Christian P. Potholm II, Associate Professor of Government
Clifford R. Thompson, Jr., Associate Professor of Romance Languages

III. Leaves

Albert Abrahamson, George Lincoln Skolfield, Jr., Professor of Economics (leave of absence, spring 1972; leave of absence, spring 1973)
James E. Bland, Assistant Professor of History (leave of absence, spring 1973)
Thomas L. Bohan, Assistant Professor of Physics (leave of absence, fall 1972), Fulbright Fellow in Peru
Thomas B. Cornell, Associate Professor of Art (leave of absence, spring 1973)
Louis O. Coxe, Pierce Professor of English (leave of absence, 1971–1972), Fulbright Fellow in Aix-en-Provence
Athern P. Daggett, William Nelson Cromwell Professor of Constitutional and International Law and Government (sabbatic leave, spring 1973)
John C. Donovan, DeAlva Stanwood Alexander Professor of Government (sabbatic leave, fall 1972)
A. Myrick Freeman, Associate Professor of Economics (sabbatic leave, 1972–1973)
Edward J. Geary, Longfellow Professor of Romance Languages (sabbatic leave, fall 1971)
William D. Geoghegan, Professor of Religion (sabbatic leave, spring 1972)
Charles A. Grobe, Jr., Associate Professor of Mathematics (sabbatic leave, spring 1972)
William T. Hughes, Associate Professor of Physics and Astronomy (sabbatic leave, spring 1973)
Arthur M. Hussey II, Associate Professor of Geology (sabbatic leave, spring 1973)
Ivan J. Hyams, Assistant Professor of Chemistry (leave of absence, 1971–1972)
Myron A. Jeppesen, Professor of Physics and Josiah Little Professor of Natural Science (leave of absence, spring 1972)
Daniel Levine, Associate Professor of History (sabbatic leave, 1972–1973), Guggenheim Fellow in Denmark
Edward B. Minister, Assistant Professor of Sociology (leave of absence, 1971–1972)
Edward Pols, Professor of Philosophy (sabbatic leave, 1972–1973)
James D. Redwine, Jr., Associate Professor of English (sabbatic leave, 1972–1973)
John C. Rensenbrink, Associate Professor of Government (sabbatic leave, 1972–1973)
Thomas A. Riley, Professor of German (sabbatic leave, 1972–1973)

Elliott S. Schwartz, Associate Professor of Music (sabbatic leave, 1971–1972)
Allan J. Silberger, Assistant Professor of Mathematics (leave of absence, 1971–1972)
Clifford R. Thompson, Jr., Associate Professor of Romance Languages (sabbatic leave, 1971–1972)
David J. Vail, Assistant Professor of Economics (leave of absence, 1972–1973)
William B. Whiteside, Frank Munsey Professor of History (sabbatic leave, 1971–1972)
Robert I. Willman, Assistant Professor of History (leave of absence, spring 1973)

IV. Resignations

Claude M.–J. Carrière, Assistant Professor of Romance Languages
Edward H. Hanis, Assistant Professor of Economics
Richard J. Kattar, Lt. Col., U.S.A., Director of the ROTC Program
Barry L. Lively, Assistant Professor of Psychology
Edward B. Minister, Assistant Professor of Sociology
Lawrence C. Perlmuter, Assistant Professor of Psychology
Allan J. Silberger, Assistant Professor of Mathematics
Frederick N. Springsteel, Assistant Professor of Mathematics (at the end of the academic year 1970–1971)
Brooks W. Stoddard, Assistant Professor of Art
Ashley Streetman, Jr., Assistant Dean of Students
Wendy P. Wolfson, Instructor in Sociology

II. Research, Publications, and Professional Activities Of Faculty and Staff Members

George R. Anderson, *Assistant Professor of Chemistry*

"Vibronic Effects in Hydrogen Bonding," with E. R. Lippincott, *Journal of Chemical Physics* (1971).

Philip C. Beam, *Henry Johnson Professor of Art and Archaeology and Curator of the Winslow Homer Collection*

Winslow Homer at Prout's Neck, 4th ed. Little, Brown and Company, 1972.

"Winslow Homer and the Sea." Lecture delivered at the National Gallery of Art, Smithsonian Institution, Washington, D.C., 1972.

William H. Bennett, *Instructor in Speech*

Case Analysis: Financing Education. Championship Debate Enterprises, 1971.

"Conflict Rhetoric and Game Theory: An Extrapolation and Example," *Southern Speech Journal* (1971).

Two guest editorials in *Forum* (1971).

"The Role of Debate in Speech-Communication." Paper read at the national convention of the Speech Communication Association of America, 1971.

"Off-Topic Debate and Intercampus Activities." Paper read at the Eastern States Speech Convention, 1971.

THOMAS L. BOHAN, *Assistant Professor of Physics*

"Concentration-Dependent Orbach Relaxation Rates in Nd-Doped Lanthanum Magnesium Nitrate," with Gh. Cristea and H. J. Stapleton, *Physical Review* (1971).

GABRIEL J. BROGYANYI, *Assistant Professor of Romance Languages*

"The Duke's Still Great," *Maine Times* (1972).

"Verrett Dominates," *Maine Times* (1972).

"No Cheating Allowed," *Maine Times* (1972).

"Most Civilized," *Maine Times* (1971).

"The Children Were Spellbound," *Maine Times* (1971).

"Molière Makes It in Lewiston," *Maine Times* (1971).

HERBERT R. BROWN, *Professor of English and Edward Little Professor of Rhetoric and Oratory*

"Hannah Webster Foster: Domestic Sentimentalist," *Dictionary of Notable Women.* Harvard University Press, 1972.

Managing Editor, *The New England Quarterly,* 1971–1972.

MARION BROWN, JR., *Assistant Professor of Music*

Live performances. April 1972: Wesleyan University. February 1972: Two concerts at All Saints Church, Boston, Mass. February 1972: Ida Noyes Hall, University of Chicago. February 1972: Alice's Revisited, Chicago, Ill. December 1971: Brandeis University.

Recorded performance. January 1972: With Archie Shepp, ABC Paramount.

"Ancient and Miscellaneous Musical Instruments and Their Use in Contemporary Improvisations." Seminar presented as part of the Wesleyan University Black Music Festival, 1972.

"Meanings and Origins of Afro-American Folk Music." Lecture delivered at Brandeis University, 1971.

Primitive, Traditional, and Original Musical Instruments from the Collection of Marion Brown. Exhibition for the 1972 Black Arts Festival, Bowdoin College.

SAMUEL S. BUTCHER, *Associate Professor of Chemistry*

"Microwave Spectrum of 1,2-Difluoroethane," with R. A. Cohen '72 and T. C. Rounds '68, *Journal of Chemical Physics* (1971).

"Effect of Inlet Residence Time on Analysis of Atmospheric Nitrogen Oxides and Ozone," with R. E. Ruff, *Analytical Chemistry* (1971).

MICHAEL K. CHAPKO, *Assistant Professor of Psychology*

Ph.D. Dissertation for the City University of New York: "The Source of Increased Emphasis of Gain in Predicted Ethical Risk-Taking of Groups." 1972. Abstracted in *Dissertation Abstracts* (1972).

DAN E. CHRISTIE, *Wing Professor of Mathematics*

Elected Member-at-Large, Conference Board of the Mathematical Sciences, 1972.

THOMAS B. CORNELL, *Associate Professor of Art*

One-Man Shows. February 1972: *Prints, 1960–1970,* Associated American Artists, New York City. Winter 1971–1972: *Thomas Cornell: Prints and Drawings,* Princeton University. Fall 1971: *Thomas Cornell: Prints and Drawings,* Bowdoin College.

Group Show. May 1971: *Drawings,* Forum Gallery, New York City.

Cover and illustration for *Center Magazine,* Center for the Study of Democratic Institutions, 1972.

Illustrations and etchings for *Defense of Gracchus Babeuf.* Schocken Books, 1972.

HERBERT R. COURSEN, JR., *Associate Professor of English*

"Shakespeare in Maine: Summer 1971," *Shakespeare Quarterly* (1971).

"Shakespeare at Monmouth," *Maine Times* (1971).

"Teaching a Disrespect for Language," *Maine Times* (1971).

"Winslow Homer in Maine." Television script for Maine Public Broadcasting, 1971.

"Richard II and Christian Ritual." Paper read at Western Illinois University, 1972.

"Can We Teach Writing?" Paper read at the Maine Teachers' Conference, 1971.

Fiction. "The Letter of the Law," *Quill* (1971).

Poetry. "The Leaves Again" and "Morning Early," *Quill* (1972); "Phase Final," *New England Review* (1972); "Overlook," *Contraband* (1972); "Sonnet," *Maine Times* (1972); "November 1971," *Contraband* (1971); "November 1968," *Innerspring Quarterly* (1971).

Reviews. "Conscience in Macbeth," *Shakespeare Quarterly* (1972);

'Thieves' Carnival: Tough Play, Good Show," "Great Weekend of Theater: *At the Hawk's Well* and *The Birthday Party," Bath-Brunswick Times Record* (1972); *"Macbeth* as Melodrama," "Polanski's *Macbeth:* Disaster, But No Tragedy," *Maine Times* (1972); *"King John:* Superb Season Ahead," "Bowdoin's Fine Season Continues," *Bath-Brunswick Times Record* (1971); "Human House: Lewis Turco's *The Inhabitant,"* "The Royal Throne of Kings," "On Monmouth," *Maine Times* (1971).

Contributing Editor, *New England Review,* 1971–1972.

Consulting Editor in English, Harper and Row, Publishers, 1971–1972.

Awarded Folger Library Fellowship, 1971.

MYRON W. CURTIS, *Director of the Computing Center and Lecturer in Mathematics*

Reelected Trustee, New England Regional Computing Program, 1972.

FORTRAN File Maintenance System accepted for inclusion in the Digital Equipment Corporation Users Society PDP-10 Program Library, 1972.

PAUL G. DARLING, *Professor of Economics*

"Inventories, Production Smoothing, and the Flexible Accelerator," with M. C. Lovell, *Quarterly Journal of Economics* (1971).

CRAIG DIETRICH, *Assistant Professor of History*

"Cotton Culture and Manufacture in Early Ch'ing China" in *Economic Organization in Chinese Society,* edited by W. E. Willmott. Stanford University Press, 1972.

JOHN C. DONOVAN, *DeAlva Stanwood Alexander Professor of Government*

"The Domestic Council and the Politics of Presidential Leadership." Paper read at the annual meeting of the American Society for Public Administration, 1972.

A. MYRICK FREEMAN III, *Associate Professor of Economics*

The Economics of Pollution Control and Environmental Quality. General Learning Press, 1971.

"Observations on the Economics of Irreplaceable Assets," with J. V. Krutilla, C. J. Cicchetti, and C. S. Russel, and "The Distribution of Environmental Quality" in *Environmental Quality Analysis: Theory and Method in the Social Sciences,* edited by Allen Kneese and B. T. Bower, Johns Hopkins Press, 1972.

"Air Pollution and Property Values: A Methodological Comment," *Review of Economics and Statistics* (1971).

"On the Economics of Mass Demonstrations: A Case Study of the November March on Washington," with C. J. Cicchetti, R. H. Haveman, and J. L. Knetsch, *American Economic Review* (1971).

"Option Demand and Consumer Surplus," with C. J. Cicchetti, *Quarterly Journal of Economics* (1971).

Reviews. The Politics of Pollution by J. C. Davies III and *Vanishing Air: The Ralph Nader Study Group Report on Air Pollution* by J. C. Esposito, *Natural Resources Journal* (1971).

"Economic Incentives in Water Pollution Control." Paper read at the National Symposium on the Costs of Water Pollution Control, 1972.

"Economics Incentives and Environmental Quality," with R. H. Haveman. Paper read before the National Tax Association, 1971.

CHARLES A. GROBE, JR., *Associate Professor of Mathematics*

A Mathematical Approach to Biology, with J. L. Howland. D. C. Heath and Company, 1972.

ALTON H. GUSTAFSON, *Professor of Biology*

Review. Leaders in American Conservation by Henry Clepper, *The American Biology Teacher* (1972).

Vice President, State Biologists Association, 1971–1972.

Vice President, Maine Association of Conservation Commissions, 1971–1972.

Chairman, Brunswick Shellfish Conservation Committee, 1971–1972.

Chairman, Brunswick Conservation Committee, 1971–1972.

DANIEL F. HANLEY, M.D., *College Physician*

"Pill Popping and Performance," *Journal of Modern Medicine* (1972).

"Problems in Evaluating Athletes and Conditioning Attitudes in Competitive Sports." Paper read at the Somerset (N.J.) Hospital Graduate Teaching Program, 1972.

"Drugs and Drug Control in Sports." Paper read at the Mankato State College Symposium on Athletic Injuries, 1971.

Representative, Planning Programs for Future Olympic Games, International Olympic Committee, 1971.

Representative, Medical and Training Services Committee, United States Olympic Committee, 1971–1972.

Permanent Member, Medical Commission, International Olympic Committee.

ERNST C. HELMREICH, *Thomas Brackett Reed Professor of History and Political Science*

Twentieth-Century Europe: A History, with C. E. Black, 4th rev. ed. Alfred A. Knopf, 1972.

"Eisenstadt," "Elizabeth, Empress of Austria," "Linz," and "Lower Aus-

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Review. Hitler Youth and Catholic Youth, 1933–1936: A Study of Totalitarian Conquest by L. D. Walker, *Annals of the American Academy of Political and Social Science* (1971).

ROGER HOWELL, JR., *President and Professor of History*

"Meeting the Money Challenge," *Bowdoin Alumnus* (1971).

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Contributor to *Historical Abstracts* and *America: History and Life.*

"The Social History of the English Revolution: Some Unresolved Problems." Paper read at Pine Manor Junior College, 1972, and at the School of English and American Studies, University of East Anglia, 1971.

"The Sidney Circle and the Protestant Cause in Elizabethan Foreign Policy." Paper read to the University Historical Association, University of Lancaster, 1971.

Editor, *The British Studies Monitor,* 1971–1972.

Elected Fellow, The Royal Historical Society, 1971.

Awarded honorary L.H.D. degree, University of Maine, 1971.

JOHN L. HOWLAND, *Professor of Biology*

A Mathematical Approach to Biology, with C. A. Grobe, Jr. D. C. Heath and Company, 1972.

WILLIAM T. HUGHES, *Associate Professor of Physics and Astronomy*

"Particle Motion in a Force-Free Field," which originally appeared in the *American Journal of Physics,* has been translated and reprinted in *Magnetohydrodynamika,* FLPH (1971).

"The Effect of Gibberellins on *C. reinhardtii,*" ORL Conference Report, 1971.

ARTHUR M. HUSSEY II, *Associate Professor of Geology*

Geologic Map and Cross Sections of the Orr's Island 7½' Quadrangle and Adjacent Area, Maine: GM-2. Maine Geological Survey, 1971.

MYRON A. JEPPESEN, *Professor of Physics and Josiah Little Professor of Natural Science*

Reviews. Introduction to Modern Physics by J. D. McGervey, *Journal of*

the Optical Society of America (1972); *Thin Film Physics* by O. S. Heavens, *Journal of the Optical Society of America* (1971).

JOSEPH D. KAMIN, *Director of News Services*

Chairman, New England District, American College Public Relations Association, 1971–1972.

Trustee, American College Public Relations Association, 1972.

President, New England Sports Information Directors Association, 1971–1972.

LT. COL. RICHARD J. KATTAR, *Director, ROTC Program*

Selected to attend the Naval War College, Newport, R.I., 1972.

ROBERT E. KNOWLTON, *Assistant Professor of Biology*

Reviews. Marine Ecology: A Comprehensive, Integrated Treatise on Life in Oceans and Coastal Waters, edited by O. Kinne, and *Algae* by H. E. and M. S. Schlicting, *Science Books: A Quarterly Review* (1971).

ELROY O. LACASCE, JR., *Professor of Physics*

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BURKE O. LONG, *Assistant Professor of Religion*

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Reviews. Preaching to the Exiles by E. W. Nicholson and *Untersuchungen zur sogenannten Baruchschrift* by G. Wanke, *Journal of Biblical Literature* (1972).

"Considerations for a History of Tradition in II Kings 3." Paper read at the joint regional meeting of the Eastern Great Lakes Section of the Society of Biblical Literature and the Catholic Biblical Association, 1972.

"Prophetic Call Traditions and Reports of Visions." Paper read at the annual joint meeting of the Society of Biblical Literature and the American Academy of Religion, 1971.

JAMES P. MCDERMOTT, *Assistant Professor of Religion*

Review. Ethical Philosophies of India by I. C. Sharma, *Journal of the American Academy of Religion* (1971).

"The Role of Religion in Asian Studies." Lecture delivered as part of the Department of Asian Studies Lecture Series, Cornell University, 1971.

DANA W. MAYO, *Charles Weston Pickard Professor of Chemistry*

"Applications of Laser-Excited Raman Spectroscopy to Organic Chemis-

try. VIII. Mono- and Disubstituted Pyrazines," with S. K. Freeman, *Proceedings of the Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy* (1972).

"Applications of Laser-Excited Raman Spectroscopy to Organic Chemistry. IX. Acyclic Sulfides," with S. K. Freeman, *Proceedings of the Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy* (1972).

"Pests, Pesticides, and Ecology," *Bowdoin Alumnus* (1972).

"The Role of Pesticides in the Ecological System." Inaugural Lecture, Charles Weston Pickard Professor of Chemistry, 1971.

"The Potential Application of Laser-Raman Spectroscopy to Organic Chemistry." Paper read to the Material Characterization Center, General Electric Company, 1972.

"The Relationship between Infrared and Raman Spectra." Paper read to the Laser-Raman Institute, Center of Materials Research, University of Maryland, 1971.

Founding Member, *Raman Newsletter* Advisory Board, 1971–1972.

Chairman-elect, Maine Section, American Chemical Society, 1971–1972.

RICHARD E. MORGAN, *Associate Professor of Government*

"Vouchers and Public Education," *The New Leader* (1972).

"Educational Voucher Schemes." Comment made at the New England Political Science Association meeting, 1972.

Reviews. The Supreme Court and Local Law Enforcement: The Impact of Miranda by N. A. Milner, *Midwest Journal of Political Science* (1972); *Dispassionate Justice: A Synthesis of the Judicial Opinions of Robert H. Jackson* by Glendon Schubert, *The Annals of the American Academy of Political and Social Science* (1971).

Editor, Short Studies in American Politics, Bobbs-Merrill (Pegasus), 1971–1972.

JAMES M. MOULTON, *Professor of Biology*

"Accelerated College Programs and Liberal College Programs," *Conference Report: Association of Advisers for the Health Professions* (1971).

"Summer Job or Volunteer Work in a Hospital," *Conference Report: Association of Advisers for the Health Professions* (1970).

Reviews. Sounds of Western North Atlantic Fishes: A Reference File of Biological Underwater Sounds by M. P. Fish and W. H. Mowbray, *Deep-Sea Research* (1971); *The Blue Whale* by G. L. Small, *The American Biology Teacher* (1971).

A part of the auditory system of certain bony fishes was named for Professor Moulton in R. L. Haedrich, "The *Pons Moultoni,* a Significant Character," *Copeia* (1971).

ARNETTE J. NELSON, *Assistant to the College Editor*

Editorial Assistant, *The British Studies Monitor,* 1971–1972.

PAUL L. NYHUS, *Dean of Students and Assistant Professor of History*

Reviews. Ockhams Weg zur Sozialphilosophie by Jűrgen Miethke, *American Historical Review* (1971); *Johann Eck auf dem Reichstag zu Augsburg 1530* (Reformationsgeschichtliche Studien und Texte 97) by Klaus Rischar, *Archive for Reformation History* (1971).

LAWRENCE C. PERLMUTER, *Assistant Professor of Psychology*

"The Problem of Volition," with G. A. Kimble, *Biofeedback and Self-Control.* Aldine-Atherton, Inc., 1970.

"Effect of Choice on Paired Associate Learning," with R. A. Monty and G. A. Kimble, *Journal of Experimental Psychology* (1971).

EDWARD POLS, *Professor of Philosophy*

"Whitehead on Subjective Agency: A Reply to Lewis S. Ford," *The Modern Schoolman* (1972).

"Power and Agency," *International Philosophical Quarterly* (1971).

"Conscious-makers and the Autonomy of Consciousness," *Yale Review* (1971).

CHRISTIAN P. POTHOLM II, *Associate Professor of Government*

Southern Africa in Perspective: Essays in Regional Politics, with Richard Dale '54. Free Press, 1972.

"At the Interface: Canada and the United States in the Seventies," *Current History* (1972).

"Preventing Political Devolution: A Study of Post-Independence Africa," *Cultures et Dévéloppement: Revue Internationale des Sciences du Dévéloppement* (1971).

"Colonialism and Neo-Colonialism in Ethiopia: The British Phase, 1941–1947," *Pan-African Journal* (1971).

"African Colonies and Dependent Areas," "Lesotho," "Botswana," and "Swaziland," in *Crowell-Collier Yearbook* (1971).

"Monarchial Response to Modernity: The Case of the Ngwenyama of Swaziland." Paper read at the African Studies Association, 1971.

Reviews. Nationbuilding in Africa by Arnold Rivkin, edited by John Morrow, *Africa Report* (1971); *Algeria: The Politics of a Socialist Revolution* by David and Marina Ottaway, *Africa Today* (1971); *The Politics of Tradition: Continuity and Change in Northern Nigeria* by C. S. Whitaker, *Pan-African Journal* (1971); *Politics and Change in Developing Countries* by Colin Leysled, *African Studies Review* (1971); *South Africa and the World: The Foreign Policy of Apartheid* by Amry

Vandonbosch, *The Journal of Politics* (1971); *Modernizing Racial Domination* by Herbert Adam, *African Studies Review* (1971); *The Great Powers and Africa* by Waldeman Nielsen, *Pan-African Journal* (1971).

RICHARD B. REED, *Special Collections Librarian*

Assistant Editor, *The British Studies Monitor,* 1971–1972.

THOMAS A. RILEY, *Professor of German*

"Der Anfang von Eichendorffs Abneigung gegen die Weimarer," *Jahrbuch der Schlesischen Friedrich-Wilhelms-Universität zu Breslau* (1972).

OLIN C. ROBISON, *Provost, Dean of the Faculty, and Senior Lecturer in Government*

"Race Relations and Foreign Affairs," *The World and the School* (1972).

"The Legacy of John Gill," *The Baptist Quarterly* (1971).

"On the Path Ahead," *Bowdoin Alumnus* (1971).

Elected member, International Institute for Strategic Studies, London, 1971.

Elected member, Council on Foreign Relations, New York, 1971.

Elected Foreign Associate, The Royal Institute of International Affairs, London, 1971.

Editorial Consultant, Atlantic Information Centre for Teachers, London, 1971–1972.

ELLIOTT S. SCHWARTZ, *Associate Professor of Music*

Options I (trombone, percussion, and tape). Media Press, 1972.

Graffiti (violin and cello). Carl Fischer, Inc., 1972.

Interruptions (woodwind quintet and tape loop). Carl Fischer, Inc., 1971.

Music for Prince Albert (piano and two tapes). Bowdoin College Music Press, 1971.

Music for Napoleon and Beethoven (trumpet, piano, and two tapes). Bowdoin College Music Press, 1971.

"Recent American Music: A Geographical Approach," *Nutida Musik* (1972).

"Young Composers, English and American," *Music and Musicians* (1972).

KATHERINE S. SHERMAN, *Assistant Professor of Philosophy*

Ph.D. Dissertation for the University of Toronto: "Descartes' *Passions of the Soul.*" Abstracted in *Dissertation Abstracts* (1972).

CLIFFORD R. THOMPSON, JR., *Associate Professor of Romance Languages*

"Poetic Response in the Short Stories of Leopoldo Alas," *Romance Notes* (1971).

JOHN H. TURNER, *Assistant Professor of Romance Languages*

Ph.D. Dissertation for Harvard University: "The Myth of Icarus in Spanish Lyrics of the Golden Age." 1972.

DAVID J. VAIL, *Assistant Professor of Economics*

A History of Agricultural Innovation and Development in Teso, Uganda. Syracuse University, Eastern African Studies, No. 5, 1972.

Contributor to *Plan III, Uganda's Third Five-Year Development Plan, 1971–1976.* Uganda Government Printer, 1971.

Review: Cooperatives and Rural Development in East Africa, edited by Carl Widstrand, *African Studies Review* (1971).

CARL E. VEAZIE, *Director, Public Affairs Research Center*

"Probable Industrial Development on the Coast," with W. D. Shipman. Report for the Governor's Task Force on Energy, Heavy Industry, and the Maine Coast, 1972.

"Economic Impact of College on Community." Report for Bowdoin College, 1972.

"Housing and Economy of the Kennebec Valley—Phase 2." Report for the Southern Kennebec Valley Regional Planning Commission, 1972.

"Estimates of Peak Seasonal Population in Each Municipality in Maine, 1970." Report for the Maine State Planning Office, 1972.

"Visitors at Portland Head," with W. T. Webster, Jr. '72. Report for the Research Institute of the Gulf of Maine, 1971.

DORIS C. VLADIMIROFF, *Executive Director, Upward Bound*

"Upward Bound in Maine: Five Years in Review," *Maine Times* (1971).

Representative, Regional Executive Council, Department of Health, Education, and Welfare, 1971–1972.

JAMES E. WARD III, *Assistant Professor of Mathematics and Director of the Senior Center*

"Jordan Algebras." Lecture delivered at the State University of New York, College at Cortland as visiting lecturer in the Visiting Lecturers Program of the Mathematical Association of America, 1972.

"An Introduction to the Theory of Group Characters." Series of three lectures delivered at Worcester Polytechnic Institute as visiting lecturer in the Visiting Lecturers Program of the Mathematical Association of America, 1972.

SIDNEY J. WATSON, *Coach of Hockey and Golf*

"Defensive Play," *Ice and Blade* (1972).

Second Vice President, American Hockey Coaches Association, 1972.

Member, Ice Hockey Rules and Tournament Committee, National Collegiate Athletic Association, 1971–1972.

ROBERT I. WILLMAN, *Assistant Professor of History*

Assistant Editor, *The British Studies Monitor,* 1971–1972.

APPENDIX II

I. Enrollment

		Undergraduates and Specials	*Study Away*	*Graduate*
Students enrolled September 1971		1,039	60	1
Regular	968			
Special	32			
Exchange (here)	39			
Studying away (Exchange and others)	60			
Students who completed work January 1972		12		
Students dropped for academic deficiencies January 1972		16		
Exchange students returning to home colleges 2nd Semester		3		
Students leaving for study away (Exchange and others)		12		
Students leaving for all other reasons between September 1971 and January 1972		30		
Students enrolled January 26, 1972		1,034	56	1
Returned from study away		15		
Students readmitted January 1972		13		
New students admitted January 1972		40		
Entering Freshman	3			
Transfer	17			
Special	16			
Exchange	14			

II. Geographic Distribution

(Regular students who entered September 1971)

Massachusetts	76	Rhode Island	8
Maine	65	Michigan	7
New York	39	Minnesota	6
Connecticut	30	New Hampshire	6
Pennsylvania	14	Washington	6
New Jersey	13	Vermont	5
California	11	Maryland	4
Ohio	11	Hawaii	3
District of Columbia	9	Missouri	3
Illinois	9	Tennessee	3

Virginia	3	Iowa	1
Colorado	2	South Carolina	1
North Carolina	2	Texas	1
Oklahoma	2	Canada	1
Oregon	2	Mexico	1
Wisconsin	2	Peru	1
Arizona	1	Sweden	1
Delaware	1	Venezuela	1
Georgia	1	Total	352*

*Of these, 314 were freshmen

III. Distribution of Majors

Class of 1972

Art	9	(2)*	German	3	
Biology	13	(5)	Government	30	(7)
Biochemistry	2	(1)	History	54	(2)
Biology-Chemistry	9	(1)	Mathematics	14	(5)
Chemistry	8	(1)	Music	5	(1)
Classics	7	(1)	Philosophy	2	
Economics	15	(4)	Physics	9	(1)
English	19	(2)	Psychology	11	(4)
French	6	(4)	Religion	10	(3)
Geology-Mathematics	1		Sociology	11	

*Figures in parentheses denote the number of students with a double major, e.g. Art 9 (2) means that 2 of the 9 art majors carry another major as well.

IV. Enrollment in Courses, 1971-1972

	Fall Semester	*Spring Semester*		*Fall Semester*	*Spring Semester*
Afro-American 5,6	5	3	Art 203	1	
Art 1, 2	54	88	Biology 11, 12	31	38
Art 23, 24	23	26	Biology 21	15	
Art 25, 26	48	48	Biology 23, 24	21	6
Art 30		16	Biology 26		25
Art 41	31		Biology 29	25	
Art 41B, 42	12	12	Biology 33, 36	10	15
Art 42A		28	Biology 40		25
Art 42B		39	Biology 42		19
Art 43, 44	11	11	Biology 44		32
Art 201, 201	6	15	Biology 47	35	
Art 202		7	Biology 201, 201	11	12

Biology 202, 202	3	6
Biology 203		2
Biology 204		1
Biochemistry 202		1
Chemistry 11, 18	6	88
Chemistry 21, 22	50	20
Chemistry 31, 32	21	9
Chemistry 42	5	
Chemistry 43, 44	8	12
Chemistry 46		20
Chemistry 201, 201	5	3
Chemistry 202, 202	4	7
Chemistry 203		5
Classics 12		136
Classics 201	1	
Economics 1, 1	88	44
Economics 2		42
Economics 3, 4	16	36
Economics 5, 6	27	27
Economics 8	10	
Economics 9	34	
Economics 10, 11	8	10
Economics 12	26	
Economics 14, 15	14	14
Economics 18		11
Economics 19		4
Economics 20		12
Economics 21		9
Economics 201, 201	3	3
Economics 202, 202	4	1
Education 1, 2	62	31
Education 5, 6	16	16
Education 201, 201	4	2
English 1, 2		
Seminar 1, 1	73	20
Seminar 2, 3	29	16
Seminar 4, 5	19	27
Seminar 6, 6	14	25
Seminar 7	16	
Seminar 8	18	
English 7, 8	6	19
English 11	33	
English 13, 14	36	46
English 15, 16	13	15
English 18		20
English 21, 22	60	104
English 30		5
English 33, 34	9	19
English 35, 36	28	48
English 41	15	
English 41, 2		7
English 41, 3		11
English 50, 50	40	58
English 60, 60	11	11
English 201, 201	13	17
English 202, 202	4	10
English 203, 203	1	4
English 204		1
French 1, 2	15	13
French 3, 4	21	15
French 4	11	
French 5,6	17	6
French 9, 10	14	18
French 11, 12	6	6
French 17, 18	6	6
French 19, 20	9	6
French 201	3	
French 202, 202	4	1
French 203		4
French 204		1
Geology 1, 2	29	15
Geology 3, 4	3	3
Geology 201		1
German 1, 2	39	32
German 3, 4	19	17
German 5, 6	11	9
German 13, 14	10	10
German 18, 22	7	8
German 31, 32	10	14
German 201, 201	2	1
German 202		1
Government 1, 2	41	111
Government 3, 3	63	24
Government 4, 4	67	26
Government 6	40	
Government 7, 8	40	26
Government 10		37
Government 12	16	
Government 13, 14	62	50
Government 15		4

Government 16		46
Government 17		15
Government 18	13	
Government 19, 20	16	45
Government 23	23	
Government 30, 31	23	12
Government 51	16	
Government 60	9	
Government 201, 201	3	15
Government 202, 202	4	2
Government 203		3
Government 204		1
Greek 1, 2	29	13
Greek 3, 4	10	10
Greek 5, 6	12	8
History 1, 2	13	12
History 3		25
History 4	25	
History 7, 8	19	38
History 11		19
History 13, 14	45	27
History 15, 16	6	6
History 17, 18	15	24
History 19	26	
History 20, 21	21	29
History 25		115
History 26	113	
History 29, 31	12	8
History 32		11
History 33, 34	5	22
History 34	31	
History 35, 36	22	9
History 41		17
History 201, 201	13	20
History 202, 202	8	16
History 203, 203	1	3
History 204, 204	1	1
History 205		1
History 206		1
Italian 201, 202	1	1
Ind. Language Study		
Chinese 11, 12	4	5
Chinese 13, 14	1	1
Danish		7
Italian		17
Norwegian		3
Latin 3, 4	5	5
Latin 5	16	
Latin 7, 8	23	32
Latin 201, 201	2	2
Latin 202		1
Mathematics 1, 2	13	6
Mathematics 5	40	
Mathematics 11, 12	114	86
Mathematics 12	17	
Mathematics 13, 13	20	17
Mathematics 14, 14	12	25
Mathematics 21, 21	24	16
Mathematics 22		11
Mathematics 23, 26	6	17
Mathematics 30	13	
Mathematics 31, 32	8	5
Mathematics 33		8
Mathematics 34		16
Mathematics 35	6	
Mathematics 37, 38	19	7
Mathematics 39, 40	10	3
Mathematics 42		5
Mathematics 45	5	
Mathematics 201, 201	5	2
Mathematics 202		4
Mil. Sci. 11, 12	24	28
Mil. Sci. 21, 22	6	7
Mil. Sci. 31, 32	10	7
Mil. Sci. 41, 42	7	7
Music 1, 2	75	17
Music 3, 4	58	71
Music 11, 12	31	9
Music 13, 14	3	4
Music 21, 22	9	8
Music 26		1
Music 51, 51	33	15
Music 52, 52	2	32
Music 53, 53	10	2
Music 54, 54	1	9
Music 55, 56	24	37
Music 201, 201	6	16
Music 202, 202	4	2
Music 203, 203	1	1
Philosophy 1A, 1B	22	16

Philosophy 1B, 1C	41	17
Philosophy 3, 5	14	54
Philosophy 11, 12	27	21
Philosophy 24		6
Philosophy 31		10
Philosophy 31C	5	
Philosophy 201, 201	4	2
Philosophy 202		3
Physics 1, 2	121	145
Physics 3, 3	6	17
Physics 11, 12	41	37
Physics 17	103	
Physics 21	7	
Physics 23, 24	9	5
Physics 25	11	
Physics 27	4	
Physics 31, 32	5	4
Physics 34		3
Physics 35		6
Physics 37		5
Physics 201, 201	6	5
Physics 202		5
Psychology 1, 1	98	63
Psychology 3, 4	26	45
Psychology 11	25	
Psychology 13, 14	14	13
Psychology 21, 22	6	22
Psychology 23, 24	8	9
Psychology 26A		24
Psychology 26B		11
Psychology 201, 201	4	8
Psychology 202		3
Psychology 203		1
Religion 11, 12	79	26
Religion 15, 16	11	29
Religion 17	21	
Religion 21, 22	16	18
Religion 31, 32	19	29
Religion 34		29
Religion 201, 201	2	5
Religion 202		1
Religion 203	1	
Russian 1, 2	21	18
Russian 3, 4	11	9
Russian 5, 6	2	3
Russian 9, 10	3	1
Russian 201	1	
Russian 202	1	
Russian 203		1
Russian 204		1
Sociology 1, 1	107	62
Sociology 3, 5	29	43
Sociology 6, 7	19	49
Sociology 8	20	
Sociology 9, 11	24	18
Sociology 13		16
Sociology 201, 201	5	4
Sociology 202		2
Spanish 1, 2	14	12
Spanish 3, 4	7	8
Spanish 11, 12	12	9
Spanish 201, 201	3	5
Speech 1, 1	41	7
Speech 5		7
Speech 6, 6	9	1
Speech 201, 201	4	6
Interdepartment 51	16	
Senior Seminar 1	10	
2	5	
4	14	
5	19	
6	15	
7	13	
9	15	
11	12	
12	16	
13	15	
14	16	
15		19
16		8
17		16
18		19
19		10
20		9
21		8
22		16
23		7
24		9
25		10
26		17

REPORT OF THE LIBRARIAN

To the President of Bowdoin College:

I have the honor to submit a report for the Bowdoin College Library for the year 1971–1972.

It gives considerable satisfaction to report the reversal of a troublesome trend discussed in last year's report. The number of books removed from the Library without being recorded at the Circulation Desk has declined by half this year from last year's level. This reversal is gratifying indeed, averting as it does the need to implement a security system.

All indicators point to increased use of the Library this past year. A spot comparison of circulation statistics between comparable periods this year and last year indicates a more than 15 percent rise in books borrowed for use outside the building. A similar check of attendance statistics shows more than a 25 percent increase in daily attendance over last year. When the building was opened for use in 1965, the seating as a ratio of places to student population seemed exceedingly generous. Experience this past year indicates this is no longer true, and on several occasions the building was used to capacity.

Some of the increased circulation count can be attributed to more conscientious adherence to rules governing the borrowing of library materials but not for all of it. Comparable figures for the current year will not be available until July 1, but following is a table showing the recorded use of the Library's collections through June 1971:

	1966–67	1967–68	1968–69	1969–70	1970–71
Lent (for extended use)	36,633	35,185	34,412	36,791	37,947
Lent (from reserve)	23,876	16,185	16,053	12,293	9,775
	60,509	51,370	50,465	49,084	47,722

One can speculate endlessly on the decline of reserve-book use over the past five years. Doubtless many factors contribute to it.

The presence of an inexpensive copy machine may have had some effect. Whatever the cause, the decline of reserve borrowing and the increase in books lent for extended use seem healthy trends.

Interlibrary loan transactions declined from 1,637 to 1,278 in 1970–1971. Of 1,573 requests received from other libraries, the Bowdoin College Library was able to supply 918 items, and it borrowed 360 pieces on behalf of its readers. Next year's report will doubtless show a substantial increase because the workload has grown so that a permanent half-time staff member will soon be needed to handle it.

The following table shows the growth of the Library over the past five years.

	TOTAL LIBRARY EXPENDITURE	SPENT FOR BOOKS, PERIODICALS, BINDING	SALARIES AND WAGES	PROFESSIONAL STAFF	CLERICAL STAFF	TOTAL STAFF	HOURS OF STUDENT HELP	VOLUMES ADDED	COLLECTION AT END OF FISCAL YEAR	LIBRARY EXPENDITURE AS % OF TOTAL EDUCATIONAL BUDGET	PERIODICALS RECEIVED
1966–67	249,833	84,330	134,698	13	10.3	23.3	14,933	13,995	329,133	5.6	1,249
1967–68	272,711	87,161	151,654	11	14	25	14,092	18,947	399,508[1]	5.8	1,458
1968–69	278,293	98,387	165,701	10	16	26	11,722	15,984	414,830	5.4	1,543
1969–70	286,881	97,820	174,830	10	16	26	11,989	14,178	429,008	5.1	1,577
1970–71	321,881	117,014	187,438	10	16	26	13,017	15,300	443,978	5.1	1,647

1. For an explanation of the discrepancy between the count for 1966–1967 and 1967–1968, see the Librarian's Report for 1967–1968.

Though the sum spent for books, periodicals, and binding has increased by 40 percent over a five-year period, it has only just kept pace with the publishing industry inflation rate. Unless substantial gifts and unforeseeable grants are received next year, the amount available in next year's budget will not sustain the current level of acquisitions. More troublesome, because less predictable, than domestic inflation is the foreign book market, due to the uncertainty of the dollar's purchasing power.

One response to counter the effect of the tight book budget for next year will be a major effort to reduce the number of paid periodical subscriptions wherever possible, and it will be necessary.

to select more carefully than ever the books to be purchased. Even with the best effort, it will not be possible to acquire enough of the books wanted, and the level of satisfaction with library service is likely to decline.

Plans are underway to bring the recataloging project to an end by June 1974. Of the 55,000 volumes still in the Dewey collection, about 30,000 volumes will be recataloged, leaving the rest to constitute a storage collection. The Dewey catalog, now so inaccurate as to be nearly useless, will be dismantled and an author card for books remaining in the Dewey collection will be interfiled in the Library of Congress catalog. The process of identifying the books still to be recataloged is underway.

For many years, librarians have looked to automation to solve problems of controlling burgeoning collections and serving growing populations. Many projects attempting to apply computer techniques to library routines have been undertaken during the last ten years, but few have yielded useful results, and, until recently, none offered advantageous alternatives to conventional methods for libraries of Bowdoin's size. There is at last an automated cataloging support system available to the Bowdoin Library which has distinct promise for improving the efficiency of some library operations. The cost will be about the same as current costs, but it will have an appreciable effect on shortening the time it takes to process books. The system has great promise for future interlibrary cooperative projects which may well outweigh its present advantages. The Library will implement the system as soon as possible. Routines related to processing new books will be directly affected by the cataloging support system. Its benefits for the recataloging project will be impossible to predict until the system is implemented and the staff has experience with it.

Microforms have been used in the Bowdoin Library for decades to supplement the book collection but always as a medium of last choice, when material could not be had in hard copy. Recent publication projects and technological developments in the industry now make it possible, or soon will make it possible, to select microforms as the medium of first choice for some publications acquired by the Library. Micropublications are available in a variety of forms, from microcards, in a number of sizes, microfiche, again in different

sizes, ultramicrofiche, to the familiar microfilm in 16 and 35mm reels. Many of the forms require different reading equipment, at widely varying prices, and quality standards are not universally applied. The industry presents an exceedingly confusing picture at this time, and to insure that the Library's microform collections will develop in an orderly and logical fashion, a committee of members from the Faculty Library Committee and Library staff members will examine the subject closely and draw up policies and guidelines to aid the Library in selecting microform acquisitions.

The work of organizing the books, manuscripts, and archival materials in Special Collections continues. Cataloging of the material for the public catalog necessarily has a low priority, and only about 10 percent of the books are represented in the Library of Congress catalog. There is no prospect for improving the situation in the immediate future because all cataloging effort for the next two years will be spent on recataloging Dewey books in the general collection. A total of 189 readers consulted 512 books and 318 manuscript collections. Twenty-one items were lent through interlibrary loan, and 1,823 pages of material were supplied through photocopy. Seventy-seven written inquiries were answered.

Several staff changes must be recorded here. Edward Cohen, assistant librarian and documents librarian, resigned to accept a position at Western Carolina University. Elda G. Takagi assumed the duties of documents librarian, a change which reduced the cataloging staff by one. Aaron Weissman was appointed assistant librarian, and he assumes that responsibility in addition to his duties as head of the Circulation Department.

The work load in several areas of the Library has increased a great deal over the past few years, and present staff will need to be augmented. Circulation services is undermanned, and more permanent staff is needed to absorb the increasing interlibrary loan load, improve the quality of service at the desk, and relieve Mr. Weissman of some of his routine duties so that he can have more time for his responsibilities as assistant librarian. There is pressing need for a half-time person to service the microfilm collection and equipment on a regular basis, especially as the Library comes to rely more heavily on microforms in the future. As the recataloging

project winds down, permanent staff can be moved to fill these needs.

So far as the Library can meet the needs of the college community credit must go to an able, willing, and responsive staff. The Librarian gladly acknowledges as well his obligations to Olin C. Robison, provost and dean of the faculty, the Faculty Library Committee, and the Governing Boards Committee on the Library for their advice, council, and concern.

Respectfully submitted,

ARTHUR MONKE

APPENDIX

Donors of Funds or Books, 1971–1972

It is my pleasant duty once more to report the beneficent concern of students, faculty members, alumni, and friends of the College who have manifested their interest in the Library through gifts of books, literary materials, and funds for new books.

The Delta Psi of Sigma Nu Book Fund was established when the corporation designated for the purpose $3,050 of its assets. Though the fraternity no longer exists as an entity, it will continue to live as new books are added to the Library each year in its name. No other funds were established during the year, but several book funds grew as gifts were added to the endowment funds. The Sills Book Fund increased by $170; $1,000 was added to the principal of the George Thomas and Lilly Little Book Fund and to the Daniel W. and Martha Pettengill Book Fund. The Charles Taylor Hawes Book Fund grew by $726, the Charles H. Livingston Fund by $75, the James Allen Auld Fund by $40, the DeVasto Memorial Book Fund by $25, and the Miguel de la Fe Fund by $75. Gifts added $61 to the Class of 1912 Book Fund, $25 to the Class of 1916 Dwight Sayward Memorial Book Fund, and $25 to the Class of 1924 Book Fund. The Donald W. Philbrick Book Fund was increased by $200, the Alfred Rehder Book Fund by $160, and the Charles E. Rolfe Book Fund by $25.

Gifts to honor the memory of Marcia Wittmaack Biram, assistant to the college editor from 1969 to 1971, amounted to more than $500 and were used to purchase books for the Library.

From its founding in 1794, Bowdoin College has been the recipient of private libraries and literary materials which have added immeasurably to the strength of its library. This year was no exception. The family of Manton Copeland, professor of biology emeritus and Josiah Little Professor of Natural Science Emeritus, who taught at Bowdoin from 1908 to 1947, gave to the College his library, mostly in the field of biology, which will add many books to the collection and some back files of important scientific journals. Joseph H. Darlington '28 and Mrs. Darlington gave the first part of a collection of letters and papers of Mr. Darlington's grandfather, General Thomas Hamlin Hubbard 1857 and the General's father, Thomas Hubbard. Always a generous benefactor of the College, General Hubbard gave the College the building which bears his name. His father practiced medicine in Hallowell, and served as governor of Maine for three terms, from 1848 to 1854. The papers of this remarkable family are a rich lode of political, economic, and social history.

Some years ago, Mrs. Hugh C. Barron presented to Bowdoin a collection of private press and fine printing books and pamphlets to be named the F. W. Main Collection. This year, she added a substantial number of items to the collection, greatly enriching the Library's collection in graphic arts.

Wilbert Snow '07 presented a fine collection of Carl Sandburg letters.

One of the finest publishing ventures of the twentieth century is the Limited Editions Club. Founded in 1929 by George Macy, the club has issued many of the world's great classics, enlisting the talents of the world's ablest book designers, illustrators, printers, and binders. The late John C. Pickard '22, a lover of fine books, began collecting the editions many years ago, and this year Mrs. Pickard presented his collection, numbering more than 400 volumes, to the Library. A selection of these magnificent works of art will be displayed in the exhibit cases this summer.

Other donors of funds and books were Mr. and Mrs. A. Dean Abelon, Albert Abrahamson '26, Charles F. Adams '12, Mr. and Mrs. Robert W. Adams, Robert G. Albion '18, Alcoa Foundation, Richard H. Allen '58, The Anthoensen Press, Joseph F. Antizzo, John M. Bachulus '22, Marshall P. Bailey, Mr. and Mrs. Robert W. Bannister, Robert N. Bass '40, John L. Baxter '16, Philip C. Beam, Robert K. Beckwith, Mrs. Priscilla Belanger, Francis S. Benjamin, Jr. '36, Howard Bennett, Mr. and Mrs. Armand Bernier, Mrs. Stella Bernier, Louis Bernstein '22, Mrs. Henry Beston, Edward Born '57, Eivind Bornholdt, Vance N. Bourjaily '44, Mrs. Howard Bowen, James H. Bradner, Jr. '63, Robert A. Brendler '70, Louis B. Briasco '69, Mrs. Warren J. Broderick, Herbert Ross Brown H'63, Mr. and Mrs. Philip M. Brown, Benjamin B. Burbank '26, Mr. and Mrs. Joseph P. G. Carlo, Kenneth E. Carpenter '58, Mrs. E. L. Chamberlain, Harold E. Cloud, Jr. '73, Edward S. Cohen, Norman P. Cohen '56 and Mrs. Cohen, Richard A. Cohen '72, Mr. and Mrs. Robert Cohen, Mr. and Mrs. John A. Cole, James S. Coles H'68, Florence Cook, Mr. and Mrs. James J. Cooney, George V. Craighead '25, Robert M. Cross '45 and Mrs. Cross, Edward F. Dana '29, Nathan Dane II '37, Powel M. Dawley, Craig Dietrich, Charlotte C. Donnell, Mr. and Mrs. George F. Dudley, Mr. and Mrs. William T. Earls, Mrs. John A. Elsaser, Pauline Farr, Lorna Favreau, Mrs. Herbert Feis, William A. Fickett '54, Ernest G. Fifield '11, Lucie Fortin, Roy A. Foulke '19, Laurence Frank, Jack W. Gehringer, Stephen P. Gordon '72, John T. Gould '31, Mrs. David L. Graham, James P. Granger, Lillian Grover, Mary Harnden, Richard Harwell, Mrs. Arthur Hebberd, John P. Heffernan, Jeanne Helie, Ernst C. Helmreich, Mrs. George A. Hinckley, Wolcott A. Hokanson, Jr. '50 and Mrs. Hokanson, Elizabeth Gilmore Holt, Richard B. Hoogstraten, Mrs. Donald B. Hopkins, Ole M. Hovgaard, Roger Howell, Jr. '58, Solomon Huber, Mary Hughes, David F. Huntington '67, Mr. and Mrs. Joseph Jefferson, Stafford Kay '64, Gerold K. V. Klein, Lendall B. Knight '41, Toshisaburo Koyama, Elroy O. LaCasce, Jr. '44, Diane Larrabee, H. Paul Larrabee '21, Eaton Leith, Thomas M. Libby, Mrs. N. P. Litchfield, Noel C. Little '17, Burke O. Long, David P. Lovell '60, L. W. McDougall, Mrs. Dorothy McFadden, C. Douglas McGee, Glenn R. McIntire '25, John McKee, J. A. McKinley, Mrs. Louis McPherson, Thomas Mallon, Mr. and Mrs. Robert J. Massé, Chester Garst Mayo, Michael Michelson '71, Roger E. Michener '68, Mr. and Mrs. Bryce Minott, Mrs. Henry Montgomery, James M. Moulton, Officers and Staff of the

Mutual Benefit Life Insurance Company, Hazel Emerson Neal, Bruce E. Nilsson '64, Elizabeth Noe, Rosie Normand, John D. O'Hern, Wyman W. Parker, Raymond A. Paynter, Jr. '47, Louise Payson, Mrs. R. W. Pettengill, Kyle M. Phillips, Jr. '56, William C. Pierce '28, Sumner T. Pike '13, Rose Pletts, Albert L. Prosser '18, John J. Pullen H'58, Christopher H. Pyle '61, Karl L. Rankin H'60, Richard B. Reed, Lea A. Reiber '21, O. D. Richardson, Mr. and Mrs. C. Warren Ring, Alice G. Robinson, Burleigh Cushing Rodick '12, Stephen N. Ross '63, Lentz Rothwell, Mrs. Paul F. Russell, Chester M. Sawtelle, Mrs. Rolande Sawyer, Elliott S. Schwartz, John D. Shove, Sigma Nu Fraternity, Goldie Singer, C. Carney Smith, James O. Smith '54, Lawrence M. C. Smith, Mr. and Mrs. Norman Smith, Wilbert Snow '07, Frederick A. Spear '45, Geoffrey R. Spear, Mrs. Roy Spear, Sherman D. Spector '50, William A. Spring, John C. Stanwood, E. Clayton Steeves, Robert S. Stuart '45 and Mrs. Stuart, Henry C. Thomas '57, Lois M. Thurston, Robert E. Timberlake, Jr. '68, James H. Titcomb '39, Mrs. Stephen A. Trentman, Thomas C. Van Cleve H'54, Gordon L. Weil '58, William White, Luther G. Whittier '13, Philip Wilcox, Eunice Wilson, Alice L. Woodward, Gary Woolson, Barbara Wyman, Leland C. Wyman '18, Mme. Marguerite Yourcenar H'68, John S. Zelie.

REPORT OF THE DIRECTOR OF THE MUSEUM OF ART

To the President of Bowdoin College:

I have the honor of submitting the following report for the year ending April 30, 1972.

I. Exhibitions

The twelve-month period covered by this report was an active one for the Museum. Sixteen temporary exhibitions were mounted in the Boyd Gallery and the small downstairs gallery. As noted on the appended list, seven of these exhibitions were organized by the Museum or drawn from its collections. Additionally, two exhibitions were devoted to a selection of student class work at Bowdoin. As student activity in the various creative visual art classes increases and space and time permit, the Museum can and should consider such exhibitions as part of its obligation to the college community until such time as facilities for informal exhibition of student work are available to the Art Department. These exhibitions are by nature sporadic and of short duration, but the generally high level of individual student work bodes well for the future of the visual arts at Bowdoin.

The most notable exhibition organized by the Museum during this period was *Thomas Cornell: Drawings and Prints,* which included seventy-six recent works on paper by Professor Cornell, a member of the Department of Art. This major exhibition was also seen at Princeton University after its opening at Bowdoin. Included in the catalogue published by the Museum were contributions by Marvin Sadik, director of the National Portrait Gallery, and two essays by Mr. Cornell. The exhibition catalogue and poster were designed by Professor Cornell and they, as well as the exhibition itself, have received much favorable comment.

In September the Museum was host to Dr. and Mrs. Malcolm Bick for the opening of the exhibition *Italian Drawings from the Bick Collection.* Consisting of forty-six Italian Old Master drawings from the sixteenth through eighteenth centuries, the exhibition provided an excellent survey of drawing styles and techniques.

The other significant exhibitions were *Contemporary American Black Artists,* organized by the Smithsonian Institution, and *Italian Abstract Art,* organized by the Roland Gibson Foundation. Both exhibitions were composed of works completed during the last decade, illustrating the wide variety of artistic response embodied by the phrase "contemporary art."

In April the Museum mounted the exhibition *Sigmund Abeles: Recent Drawings,* loaned by the University of New Hampshire, where the artist is a teacher. Following the opening, Mr. Abeles gave a well-attended gallery talk concerning his philosophy and techniques.

II. Acquisitions

In the period covered by this report the Museum acquired by purchase five paintings, eight drawings, thirty-eight prints, and four photographs. As gifts came ten paintings, seventy-one drawings and watercolors, ten oriental scroll paintings and sixteen photographs.

One of the most significant acquisitions, and by far the largest in the number of individual works, was a collection of paintings, drawings, and watercolors by the late American artist Rockwell Kent. It is fitting that a Rockwell Kent Collection be formed at Bowdoin since a major retrospective exhibition of the artist's work was organized by the Museum in 1969. The generosity of an anonymous donor made possible the acquisition of a representative sampling of works dating from 1903 to the 1930s from the artist's estate, which will complement collections already existing in the Museum of work by Winslow Homer and John Sloan, both artists Kent knew and admired. An exhibition of the entire collection is planned for the academic year 1972–1973.

An additional five prints by John Sloan were also presented to the Museum anonymously. These, and an additional print acquired by purchase, were acquired to fill gaps in the almost complete collection of Sloan prints given to Bowdoin in 1961 by George Otis Hamlin.

Other notable gifts included a painting by the American marine painter Fitz Hugh Lane, *Harbor on the Coast of Maine,* given by Mrs. Hope P. Gillmor; a portfolio of Picasso lithographs, *Imaginary Portraits,* donated by Mrs. John C. Pickard; a number of Chinese

and Japanese scroll paintings, presented by the Honorable Karl L. Rankin H'60 and Mrs. Rankin; an anonymous nineteenth-century portrait of *Dr. William Allen,* given by Ansel B. True '30; and a painting by Henry Rankin Poore, *Return from the Moors,* given by Malcolm F. Shannon '38 in memory of Rita K. Shannon.

Charles F. Adams '12 and Austin List continued their long-standing interest in the Museum with the respective gifts of a painting by the Maine painter John C. Barrett and a serigraph by Gene Davis.

The Museum purchased several important works of art during this period. A small oil sketch by the Bohemian baroque artist Karel Skreta, *The Dream of Rinaldo,* was a notable acquisition, as his work is quite rare outside his native country. Another notable acquisition was an eighteenth-century portrait study drawing by Giovanni Domenico Tiepolo. Two other fine drawings were acquired by the Museum, one by Jean Louis Forain, *Peasant Before a Judge,* and a large drawing by the contemporary Austrian artist Oskar Kokoschka, *Kneeling Male Figure.* Also purchased were a bust by the American sculptor Erastus Dow Palmer and four academic studies by Alice Farrar, all from the nineteenth century.

A number of prints were also purchased, many to be used to replace older prints presently incorporated in the Traveling Print Shows made available at no cost by the Museum to secondary schools and libraries in Maine. The Museum has also continued to add to its collection of contemporary photographs both through purchase and by gift.

Other purchases of interest include a watercolor by Panos Ghikas and an oil painting and several prints of Boston Harbor by the nineteenth-century artist William Halsall.

During this period the Museum received on extended loan five paintings, including works attributed to Turner, Inness, and Blakelock, from Mrs. John C. Pickard.

III. Publications

In the fall and spring, the Director researched and wrote a short monograph concerning the four Walker Art Building murals by Elihu Vedder, Abbott Thayer, Kenyon Cox, and John La Farge. The monograph was based on correspondence in the Museum files

between artists, the Walker sisters, and the architect, Charles F. McKim, as well as other sources. The article will appear in the first issue of a new Museum publication, *Occasional Papers.* The journal is designed to succeed the original *Bulletin* of the Museum, which ceased in 1963. Like the *Bulletin,* the *Papers* are intended to present scholarly accounts of especially interesting or noteworthy pieces in the collections. Unlike the previous publication, however, the *Papers* will not appear regularly, but as available funds, time, and suitable material allow. The inaugural issue was considerably aided by the cooperation and advice of Edward Born, the college editor.

Work continued on the preliminary cataloguing and photography of the Molinari Collection of Medallions and Plaquettes. As previously reported, the Museum received a matching grant from the Ford Foundation for the publication of a catalogue of this collection. An initial selection of medals and plaquettes for the catalogue has been completed, and research and photography was initiated in the fall. Photography is now almost finished, while the preparation of the catalogue draft continues.

During this period the Museum published one catalogue and distributed another to members of the Associates Program. Associates again this year helped support the Museum's publication and exhibition program as well as the film series. Membership now stands at 803. Although this represents a slight decline when compared with the 877 members reported last year, there has been a noticeable increase in student membership, to 218.

A number of distinguished visitors and scholars came to see the collections during the past year, including Henry R. Hope, director, Indiana University Art Museum; Thomas Buechner, director, Corning Museum of Glass; Dr. Zdenka Volavkova, York University, Toronto; Sigmund Abeles, University of New Hampshire; Frederick den Broeder, curator, Museum of Art, University of Connecticut; and Dr. Charles Mitchell, chairman, Department of Art, Bryn Mawr College.

IV. Operations

Museum attendance during the period covered by this report was 25,710. The docent program, which was successfully inaugurated last year under the chairmanship of Mrs. Jeanne Mayo, continued

with fourteen active volunteers giving tours of the Museum to school and adult groups from the southern Maine area and as far away as Boston. The acceptance of this program by schools and interested organizations is primarily the result of the enthusiasm of the chairman and the docents, who have worked very hard.

During this period carpeting was installed in the Boyd, Walker, and Bowdoin galleries as well as in the small downstairs gallery. It greatly enhances the appearance and comfort of the Museum. As reported previously, funds were made available for this purpose by an anonymous gift. Another fund, specifically intended for conservation of works of art, has been very helpful in restoring a number of paintings and drawings in the permanent collections, including some from the original Bowdoin bequest.

David S. Berreth '71 capably served during this period as curatorial intern, succeeding David P. Becker '70, the first such intern at the Museum. This program has worked well and for the mutual benefit of the participants. The intern is introduced to all phases of Museum work and is assigned certain areas of responsibility by the Director, including exhibitions and research. The intern, in turn, assists the Director in many ways and contributes much to the scope and flexibility of the Museum operations. The internship is established on the basis of an academic year with funds contributed by the College and drawn from the Museum budget. Although no substitute for a professional staff, the intern does get introduced to professional standards and procedures. It is hoped that as long as qualified candidates are available, the project can continue.

During the period covered by this report, the Director served as adviser to the reconstituted Governing Boards Committee on the Arts and as a member of the Governing Boards Committee to Select an Architect for the Art Building. The fact that both these committees were able to deal with and act upon concrete issues (no pun intended) in the arts at Bowdoin is an encouraging sign. It is our hope that the Museum has played a role in awakening this new interest and that it will be able to meet the heightened expectations of the college community in the future.

Respectfully submitted,

RICHARD V. WEST

APPENDIX

I. Exhibitions

May 24–June 10 (downstairs gallery): *Egg Tempera Paintings.* Submitted for *Art* 44.

May 28–June 27: *Contemporary American Black Artists.* Lent by the Smithsonian Institution.

June 11–June 22 (downstairs gallery): *Drawings by Donald Lent.*

July 2–September 12: *Selections from the Permanent Collections.*

August 15–October 5 (downstairs gallery): *Recent Photographs of Abelardo Morell, Jr.*

September 17–October 31: *Italian Drawings from the Bick Collection.* Lent by Hopkins Center Art Galleries, Dartmouth College.

October 6–November 3 (downstairs gallery): *Modern Prints and Drawings from Germany, Austria, and Belgium.* Selections from the Permanent Collections.

November 5–December 19: *Thomas Cornell: Drawings & Prints.*

December 26–January 23: *Twenty-second National Exhibition of Prints.* Lent by the Library of Congress.

February 4–March 5: *Prints by Richard Claude Ziemann.*

February 4–February 20 (downstairs gallery): *Recent Photographs.* Submitted for *Art* 41b.

February 20–April 2 (downstairs gallery): *Photographs by Edward Weston, Brett Weston, David Batchelder, Harry Callahan, and Paul Caponigro.*

March 10–April 16: *Italian Abstract Art.* Lent by the Roland Gibson Art Foundation.

April 3–April 30 (downstairs gallery): *Prints by James A. McNeill Whistler.* From the Permanent Collections.

April 15–May 14: *African Art from the Coleman Collection.*

April 28–June 4: *Sigmund Abeles–Recent Drawings.* Lent by the Scudder Gallery, University of New Hampshire.

II. Loans to Other Museums

African, *Bakota Reliquary Figure, Fang Male Reliquary Figure,* and *Senufo Bird Headdress.* September 16–October 31: *Tribal Art of West Africa* exhibition; Portland Museum of Art, Portland, Maine.

John Sloan, *The Cot,* 1907; *Sunday Afternoon in Union Square,* 1912; and *Window on the Street,* 1912. September 18–October 31: *John Sloan, 1871–1951* exhibition; National Gallery of Art, Washington, D.C. November 20–January 16: Georgia Museum of Art, Athens, Georgia. February 15–April 2: M. H. DeYoung Memorial Museum, San Francisco, California.

American, *Eagle.* October 15–November 11: *Congregation of Eagles* exhibition; Treat Gallery, Bates College, Lewiston, Maine.

William Glackens, *Captain's Pier;* Robert Henri, *Coal Breaker,* 1902; and John Sloan, *8 Paintings and 64 Prints.* October 24–November 21: John Sloan (1871–1951): *A Centenary Loan Exhibition from Bowdoin College;* University of Connecticut Museum of Art, Storrs, Connecticut.

Rockwell Kent, *Into the Sun.* November: *Northern Painters* exhibition; Friends of the Alaska State Museum, Juneau, Alaska.

Winslow Homer, *Fisherman, Adirondacks* (Photograph) and *Palm Trees, Florida* (Photograph). January 21–April 2: *Nature and Focus: American Painting of the Nineteenth Century* exhibition; Museum of Fine Arts, Houston, Texas.

Attic Ware, *19 Fragments and Vases.* March 1–April 5: *Attic Vases in New England Collections* exhibition; Fogg Art Museum, Harvard University, Cambridge, Massachusetts.

Raphael Soyer, *Artist's Brothers.* March 21–April 30: *Raphael Soyer* exhibition; Margo Feiden Gallery, New York City.

III. Films

(Shown to Museum Associates)

October 3–4: *Sign of the Virgin* (Czechoslovakia)

November 7–8: *A Nous la Liberté* (France)

December 5–6: *The White Sheik* (Italy)

January 9–10: *Cat Ballou* (USA)

February 6–7: *The Threepenny Opera* (Germany)

March 5–6: *Gold Diggers of '35* (USA)

April 2–3: *The Bailiff* (Japan)

May 7–8: *The World of Apu* (India)

Shorter films offered during the regular monthly schedule included: *L'Art Pour l'Art* (Britain), *A Boring Afternoon* (Czechoslovakia), *George Melies Color Films* (France), *Visit to Picasso* (France), *Coney Island, U.S.A.* (USA), *Two Men and a Wardrobe* (Poland), *Why Do You Smile, Mona Lisa?* (Czechoslovakia), *2* (Italy), *Gallery–A View of Time* (USA).

IV. Gifts

CHARLES F. ADAMS '12: John C. Barrett, American (1870–1904), *Landscape Near Greenwood, Maine,* ca. 1900, oil on canvas (1971.16).

ANONYMOUS: Harry Callahan, American (b. 1912), *Wisconsin,* 1949, black and white photograph (1972.13). Rockwell Kent, American (1882–1971), *Sun, Manana, Monhegan,* 1907; *Greenland People, Dogs, and Mountains;* and *Asgaard–Cloud Shadows,* 1939, oils on canvas

(1971.73 & .77-.78). ———, *Conception Bay, Newfoundland,* 1915; *Resurrection Bay, Alaska (Blue & Gold),* 1919; and *Landscape, Ireland,* ca. 1927, oils on panel (1971.74-.76). ———, *Lobster Cove,* 1927; *Man in a Doorway; Greenland Home Interior; Two Greenland Figures; Greenland Landscape; Greenland Meadow and Mountain; Lago Fognano, Tierra del Fuego* (1922), watercolors on paper (1971.79.1-.6 & .30). ———, *Study for "Revisitation"; Man Looking at the Heavens; Studio in Tarrytown* (ca. 1903); *Two Men, Child, and Horse* (ca. 1907?); *Crowd of Men, Monhegan* (ca. 1907); *Woman Sitting in a Meadow* (ca. 1910); *Portrait of T. M. Cleland; Recumbant Nude Study* (ca. 1920–1930?); *Nude in Dancing Pose* (ca. 1920–1930?); *Sea and Mountains, Tierra del Fuego* (1922); *The "Kathleen" of New York* (1922); *Tom Thumtack A.I.A.; Initial Letters for "Tom Thumtack"; "The Wreckers" by Tom Thumtack; "Finis"; 100 Years* (ca. 1940); *Snow Covered Tree,* various media on paper (1971.79.7-.11, .13, .19-.22, .37, .40-.43, .50, .56). ———, *From Stanley Cove, Tierra del Fuego* (1922); *Railroad Poster with Trunks; Man on a Mast* (ca. 1927); *Men in a Whaleboat; Women Washing Clothes in a Tub* (ca. 1940); *Eskimos Pulling a Boat; Eskimo in a Kayak,* brush and ink on paper (1971.79.38, .49, .52-.54, .58-.59). ———, *Out of the Harbor, St. John's, N.F.,* 1910; *White Horse Hill, St. John's N.F.,* 1910, brush and ink on paper postcard (1971.79.14-.15). *Landscape with Hills and Sheep, N.F.* (ca. 1915); *Landscape with Hills and Sheep, N.F.* (ca. 1915); *Veiled Woman in Landscape,* 1912; *Tucker and Dawson Islands, Tierra del Fuego* (1922); *Newfoundland Home, Telephones, Baseball* (ca. 1920); *Letter N with Baseball Player* (ca. 1920); *Playful Cat by a Brook* (ca. 1920); *Walking Cat* (ca. 1920); *"Ships" Book Cover Study; Hitler Caricature* (ca. 1940); *Artist's House, Igdlorssuit, Greenland; Greenland Glacier,* pen and ink on paper (1971.79.16-.18, .25, .39, .44-.48, .51, .55, .57, .60). ———, *Kathleen I* (ca. 1910); *Macy Island, Tierra del Fuego* (1922); *Sailing Free* (1922); *Corkhill Island, Tierra del Fuego* (1922); *Haycock Point, Tierra del Fuego* (1922); *Haycock Head, Tierra del Fuego* (1922); *Lago Fognano, Tierra del Fuego,* 1922; *Northward from the Hummock Island* (1922); (A) *Above Jackson Bay,* (B) *Wind Torn Trees* (1922); *Off Dawson Island* (1922); *Two Persons Seated by a Hut, Tierra del Fuego* (1922); *Woman Seated by a Hut, Tierra del Fuego* (1922); *Seated Woman, Tierra del Fuego* (1922); *Greenland Eskimo Girl* (ca. 1931); *Margreta, Portrait Study* (ca. 1931); *Old Eskimo Woman; Eskimos Pulling In a Walrus,* pencils on paper (1971.79.12, .23-.24, .26-.29, .31-.36, .61-.64). John Sloan, American (1871–1951), *Monsieur Gerval Returns,* 1903; *The Donkey Ride,* 1903; *The Banker Objects to Savenay's Whistling,* 1903; *The Boar Hunt,* 1904; *Cherami Eats, Auguste Writes,* 1904–1905, etchings (1972.5.1-.5). Edward Weston, American (1886–1958), *Edward Weston Photographs–Portfolio,* nine black and white photographs, and one dye transfer (1971.43.1-.10).

ART DEPARTMENT, BOWDOIN COLLEGE: Matthew Hunter, Jr., American (b. 1950), *India-Summer,* 1971; *Railroad Platform Vender, India,* 1971; *Tibetan Merchant, Kashmir,* 1971; *India-Summer,* 1971, black and white photographs (1972.12.1-.4). Abelardo Morell, Jr., American (b. 1948), *Mt. Battie (Camden, Maine),* 1971, *Upset Girl . . . (N.Y.C.),* 1971, black and white photographs (1971.13.3-.4).

BERMOND ART, LTD.: *Ruth Leaf,* American, 20th century, *Cheer,* color intaglio (1971.72).

MRS. LEWIS A. DE BLOIS: Winslow Homer, American (1836–1910), *Yachting Girl,* 1880, lithograph (1971.14).

MRS. HOPE P. GILLMOR: Fitz Hugh Lane, American (1804–1865), *A Harbor on the Coast of Maine,* 1858, oil on canvas (1971.42).

INDIANAPOLIS MUSEUM OF ART: *George Ortman,* American (b. 1926), *George Ortman, Indianapolis Museum of Art,* 1971, serigraph (1971.-33).

LOWELL INNES H'55 AND MRS. INNES: *Malcolm Parcell,* American (b. 1896), *My Cook,* charcoal and white chalk on paper (1972.7).

AUSTIN LIST: Gene Davis, American (b. 1920), *Alice Tully Hall Sampler/ Lincoln Center for the Performing Arts,* color serigraph poster (1971.-39).

MRS. JOHN C. PICKARD: Pablo Picasso, Spanish (b. 1881), *Imaginary Portraits Portfolio,* lithographs (1972.2.1-.29).

HON. KARL L. RANKIN H'60 AND MRS. RANKIN: Soami (attrib.), Japanese, 16th century, *Eagle on a Tree Trunk;* Japanese, *Painted Landscape and Bamboo Grove and Stream,* and *Cliff and Single Pine Tree with Moon,* ink and brush on paper (1971.44, .47-.48). Tsun Shan Wo, Chinese (Chia Ching Period, Rabbit Year), *Longtail Red Bird on Tree,* 1807; Chuin Ying, Chinese (Fl. A.D. 1530), *Interior of Chinese Palace Building;* Chuin Ying (attrib.), Chinese (Fl. A.D. 1530), *Eight Horses with Men and Women Riders in Colors;* Wu Yung Hsiang, Chinese, *Snow Country and Sheep;* Wan Jo Sui (attrib.), Chinese (Yuan Dynasty, A.D. 1279–1368), *White Heron and White Flowers;* Chinese, *Red Peony and Yellow Daisy;* Yen Po-lung, Chinese, *Beautiful Flowers and Singing Birds,* 1954; Ran In Ting, Chinese, *Landscapes in Spring and Fall; Views of Formosa,* watercolors on paper (1971.45-.46, .49-.53, .54.1-.6).

MALCOLM F. SHANNON '38, IN MEMORY OF RITA K. SHANNON: Henry Rankin Poore, American (1859–1940), *Return from the Moors,* oil on canvas (1971.30).

ANSEL B. TRUE '30: C.F.H., American, 19th century, *Dr. William Allen,* oil on canvas (1971.40).

V. Purchases

Albrecht Altdorfer, German (1480–1538): *Pyramus and Thisbe,* engraving (1972.3).

Atelier Populaire des Beaux Arts, Paris: *Censorship Poster,* 1968, serigraph (1971.36).

Leonard Baskin, American (b. 1922): *Self Portrait/1971,* lithograph (1971.59).

Joel Beckwith, American (b. 1949): *Money,* 1970, colored etching (1971.-12).

Paul Berthon, French (d. 1909): *Hortensias,* color lithograph (1971.38).

Will H. Bradley, American (b. 1868): *The Chap-Book,* 1895, lithograph poster (1972.9).

Thomas Brown, American (b. 1944): *Memorial Hospital,* 1969; *Untitled,* 1971, black and white photographs (1971.15.1-.2).

Jacques Callot, French (1592–1635): *St. Armand,* 1621, etching (1972.4).

Jules Cheret, French (1836–1932): *Soeurs Blazek* (before lettering), color lithograph (1971.37).

Jack Coughlin, American, 20th century: *Monkeys,* color intaglio (1971.-57).

Stephen Curtis, American (b. 1946): *Genesis,* 1970, ink and wash (1972.-11).

Werner Drewes, German (b. 1899): *African Village,* 1933, woodcut (1971.68).

Henri Fantin-Latour, French (1836–1904): *Hediard #81,* lithograph (1971.65).

Alice E. Farrar, American, 19th century: *Study of a Woman's Head in Profile,* ca. 1891; *Study of a Woman's Head,* 1891; *Study of a Man's Head,* ca. 1891; *Study of a Man as Boxer,* ca. 1891, charcoals on paper (1971.20-.23).

Jean-Louis Forain, French (1852–1931): *Peasant Before a Judge,* brush and ink over crayon (1971.11).

Gavarni (G. S. Chevalier), French (1804–1866): *Enfant de Paris (From Physionomies Parisiennes),* lithograph (1971.55).

Ray George, American, 20th century: *Box Altar/1969,* color intaglio (1971.58).

German, 15th century: *Trilogy Scene; Last Judgement Scene,* color woodcuts (1971.70-.71).

Panos Ghikas, American (b. 1919): *Forms Along the Shore,* 1970, pencil and tempera on paper (1971.24).

Emanuel Haller, American, 20th century: *Poet #2,* etching (1971.61).

William F. Halsall, American (1841–1919): *Bug Light, Boston Harbor,* oil on canvas (1971.31); *Bug Light, Boston Harbor,* 1880; *Boston Light and Wharf; Congress Street Bridge from Litchfield's Wharf; East Boston from Congress St. Bridge; T Wharf, Boston Harbor; Boston from East Boston,* 1880; *Cunard Wharf, East Boston; Fishermen Becalmed off Fort Warren,* 1880, etchings (1971.32.1-.8).

Robert Indiana, American (b. 1928): *Number "6,"* color serigraph (1971.-67).

Oskar Kokoschka, Austrian (b. 1886): *Kneeling Male Figure,* blue crayon on paper (1971.17).

Ronald Kowalke, American (b. 1936): *The Heretics* (Dante's "Inferno," Canto XXVIII), etching and aquatint (1971.41).

Ruth Leaf, American, 20th century: *Miniature #3,* etching (1971.60).

Susan Manchester, American 20th century: *Hupa Lady,* 1970, etching (1972.10).

Abelardo Morell, Jr., American (b. 1948): *Split Rails,* 1970; *Untitled,* 1970, black and white photographs (1971.13.1-.2).

Yoshitoshi Mori, Japanese, 20th century: *Shibaraku,* 1970, color woodcut (1971.35).

Erastus Dow Palmer, American (1817–1904): *Portrait of a Woman,* marble (1971.19).

Hans Pape, German (b. 1894): *Holzschnitt,* 1926; *Holzschnitt,* 1926, woodcuts (1971.64 & .66).

Edward Penfield, American (1866–1925): *Harper's – February,* color lithograph poster (1972.8).

Wilhelm Rupprecht, German (b. 1886): *Passion,* woodcut (1971.56).

Gordon Russell, American (b. 1932): *The Artist,* 1970, oil on canvas, (1972.1).

Doris Seidler, American, 20th century: *Quartet,* intaglio (1971.62); and *Cogs in a Web #11,* color intaglio (1971.69).

Karel Skreta, Bohemian (1610–1674): *The Dream of Rinaldo,* oil on canvas (1971.18).

John Sloan, American (1871–1951): *Monsieur Mirotaine Waters the Wine,* color etching (1972.6).

Giovanni Domenic Tiepolo, Italian (1727–1804): *Head Study* (Portrait of Nephew of Balthazar Neumann?), red chalk on blue paper (1972.14).

Felix Vallotton, Swiss (1865–1925): *"Vos Cinquante Francs Seront Bien . . .,"* 1902, color lithograph (1971.34).

Norman B. Wright, American, 20th century: *Portrait of Robert P. T. Coffin,* oil on canvas (1971.80).

Le Yaouanc, 20th century: *DLM #42,* color lithograph (1971.63).